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ABSTRACT

This report is of an omnibus survey of campus attitudes conducted by the Survey Research Center (SRC) of the State University of New York at Buffalo. Its primary purpose was to provide accurate information as a basis for effective decisions by institutional policy makers. A random sample of 326 students, 98 faculty, and 95 staff participated in the project which was directed by Dr. John Bruce Francis of SRC. Respondents answered a combination of both "closed" and "open-ended" questions on current campus issues such as the presence of ROTC, drug use, intercollegiate football, evaluation, campus protest, minority issues, health service, and governance. Results indicated that despite a then-current stereotype, the campus community was not a hotbed of radical dissent and permissive attitudes. Indications of this were that a majority of those polled disagree with the use of extreme protest tactics, favor a "tough" stance against the use and distribution of hard drugs, favor joint evaluation of course work by teacher and student rather than evaluation by the student alone, and feel that the University should make special efforts to improve its relations with the community. (Statistical tables may be illegible.) (Author)

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UNIVERSITY COMMUNITY SURVEY

Survey Research Center Project # 0120

State University of New York at Buffalo

1971

John Bruce Francis - Project Director

Steven Lewis - Research Associate

HE 004 594

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Part I. Description of the Study

INTRODUCTION

The effective administration of a large university, as with any complex organization, requires a vast amount of accurate information. The peculiar nature of a large academic institution, in addition, requires a special kind of information--dealing with the attitudes and perceptions of the students, faculty, and staff who make up the university community. Lacking such information, the institution's policy makers must often act without really knowing how their decisions will be received, understood, or accepted.

To provide this kind of information, the central administration of SUNYAB funded the University Community Survey, which was designed to assess attitudes toward overall university direction, policies, and priorities; and to elicit opinions on a wide range of specific problems about which decisions had recently been made or were imminent.

The Survey Research Center, in undertaking this study, sought also to attain its prime objective of social research. In recent years, social scientists have focused much attention upon universities, seeking to understand their structure, function, and relationship to their environment. Considerable work, for instance has been devoted to an understanding of the recent wave of campus disorders. The opportunity to survey a large public university offered an excellent research vehicle with which to study the values, attitudes, and perceptions of those in its academic community, thereby elucidating many unanswered questions in crucial areas of concern.

From its inception, the study faced many serious problems and was brought to fruition only after major changes had taken place in its scope and in its design. Since it is not the purpose of this report to chronicle

or assess the problems it faced, nor to discuss in detail the differences between initial and final approaches taken, only brief allusion will be made to the study as originally conceived. This report will concentrate on describing the second and final phase of the project beginning in March, 1971.

DESIGN

Initial plans called for a three-wave panel study. 300 students, 100 faculty and 100 staff, all chosen randomly, were to be interviewed at three points during the academic year. This design is valuable in that it makes possible the examination of shifts in attitudes or behavior from one period to the next; and determination of the kinds of people most likely to change and in what direction. In addition, college campuses are often dynamic places in which events may occur which will greatly influence the entire university community. A panel design is particularly useful in assessing the effect of such a stimulus event.

These initial plans were abandoned in the Spring of 1971 and in their place a single administration of the survey instrument was undertaken.

THE SURVEY INSTRUMENT

Despite the time pressures of fielding the survey soon enough to complete data-gathering before the end of the term, it was possible to carry out the original plan for an "omnibus" instrument, albeit in modified form.

An omnibus survey can reduce cost and avoid duplication of manpower by using the same interviewers, coders, and computer analysis for several researchers. In addition, the researcher with only a few questions which

in themselves would not warrant the time and cost of a separate survey, can receive valuable data. To make such an instrument effective, however, a great deal of coordination and item revision is required in order to avoid redundancies. These increase the time necessary to complete the interview and may severely tax the patience of the respondent.

During the second phase of the study, much of this coordination and revision was done in a short period of time, making it possible to retain the omnibus survey idea with modifications in its original scope of the study. These modifications took the form of resolving certain ambiguities about the information and research objectives which had plagued the first phase of the study.

Resolution involved deciding who were the principal users of the Survey. There appeared to be two major categories. The first, best typified by the funding agent, Central Administration, desired largely descriptive information about the distribution and characteristics of attitudes among the several segments of the university community. This data was sought as a guide in potential decision-making. The second type of user, the "research" user, appeared to be interested in issues which were not restricted to the local SUNYAB situation. They instead were using the survey to gather information designed to answer specific theoretical questions and to draw inferences applicable to similar university communities elsewhere.

The staff saw the use of the survey for such generalization as justifiable, but many of the suggested research segments were redundant and not of high enough priority to include in the instrument. Given the amount of

time available for a given interview, it was felt that data which could immediately or ultimately have impact on local university decision-making should have the highest priority. It was left to the style of the questions, their similarity to questions which might be asked on any other college campus, and to the analysis strategies of the project staff to extend the findings beyond SUNYAB where possible.

While certain segments of the schedule retained a predominantly "research" emphasis, these were not extensive and were chosen with extreme care. Even such items as these had use in the explanation of the "informational" data.

Thus the final decision between information and research was not, strictly speaking, a choice between them. Nor was it an uneasy compromise--though there was and is disagreement among the staff on this point. Rather an attempt was made to synthesize the two objectives by recognizing that all the data gathered could be useful in describing the attitudes and opinions of the university community (the informational objective). A properly designed response format might also make it possible to explain and relate these attitudes to other studies (both "research" objectives).

The questions chosen were written to provide a fairly uniform style, with balanced introductions and neutral wording to avoid answers determined by the respondent's perception of the questioner's intent. A major difficulty in reducing the length of the interview was in writing each question so that students, faculty and staff, each having different mental sets, would perceive the content in a similar fashion. Each question was discussed by the entire staff until consensus was reached, a process to be highly recommended for surveys of this type.

Both "closed" and "open-ended" questions were used, combined in such a manner as to realize the advantages of each. Considerable reliance was placed upon structured (closed) questions because, given the constraints on interview length, these allowed quick, non-subjective recording of responses and easy coding and analysis. Since, however, such answers allowed for little freedom of response, they could not adequately assess the antecedents of an attitude, its clarity, its relation to other attitudes, and its relation to overt behavior. To assess these factors, open-ended probes were used, and coding methods for them developed, which sought reliably and meaningfully to map the deep-structure of the attitudes.

To reduce the variety of response formats in the initial version of the interview, which were felt to be confusing, a decision was made to recast scaled responses in a uniform manner using a horizontal line with polar opposite words at each end. Within the limits of coding feasibility every attempt was made to make these scales represent equal psychological intervals of opinion or attitude. Such a format is amenable to parametric analysis which makes use of more of the information contained in the data.

Because the theory underlying psychologically equal-interval scales requires that the respondent himself mark the place on the line which corresponds to his attitude, a problem arose of passing the interview schedule back and forth between interviewer and respondent. To avoid this noisome and rapport-destroying situation, a special respondent booklet for the scales was constructed. While having two sets of data may have increased slightly the possibility of loss or miscoding of data, the tremendous increase in facility of conducting the interview far outweighed this potential problem.

SAMPLING

The sampling procedure used in the study was designed to guarantee both the sample's representativeness and the confidentiality of the respondent. Computer tapes containing the names and phone numbers of virtually all students, faculty, and staff at the university were obtained. Sampling was done as follows: Population case numbers, or PCN's, from one to 24170 were assigned to each of the names on the student tape in order of their occurence.

These numbers were then shuffled randomly the computer, so that each student was assigned a second number (sample case number, or SCN). To select an initial sample of 300, those students whose SCN's were in the range 1 to 300 were selected. Since the SCN's were randomly assigned throughout the population, this procedure insured that each possible student participant had an equal chance of being selected, regardless of his or her position on the tape. A similar procedure was used in selecting the initial staff and faculty samples of 100 respondents each.

The population tape for the student sample was derived from the fall registration tape. This tape was current as of September, 1970. The survey, however, did not take place until the last four weeks of the spring semester. Students tend to change their addresses, alter their phone numbers, graduate, and even drop out over the course of a semester. This problem, along with the small number of refusals, made it necessary to draw a series of supplemental student samples. Smaller supplements were needed for the faculty and staff samples. For each additional n respondents that were needed, the computer was instructed to select names of persons whose SCN's ranged from the highest previous number + 1 to the highest previous number + n.

In order to insure the confidentiality of the respondents, all field work made use of the PCN only. When an assignment was made, the interviewer received a computer-printed assignment sheet, which contained the respondent's name, address, phone number, and PCN. After completing an interview, interviewers were instructed to place the PCN on the completed instrument. No other identification was to be indicated. When instruments were turned in, the PCN was removed and replaced with the SCN, which was obtained from a master list printed by the computer, showing the correspondence between PCN and SCN. Identification of a particular respondent would require access to this master list, as well as to the assignment sheets. Access to all the information needed for identification was most unlikely.

INTERVIEWERS

All interviewers, both professionals and students, were given a training period in which they were familiarized with the survey instrument and in which their questions were answered. Untrained student interviewers were coached in techniques of survey interviewing; and then they, along with the experienced interviewers, practiced by interviewing each other.

ANALYSIS

Plans for analysis have begun and will proceed throughout the next few months, emphasizing explanation of relationships and the data and testing of specific hypotheses suggested by any interested parties. As part of the research function of this survey, and in accordance with the Center's usual policy, a special computer tape will be prepared and maintained as a public file. Any interested researcher will be able to assess this file by means of his own computer number and analyze the data to test his own hypotheses.

Consultation for this will be available at the Center.

As the analyses proceed, a series of summary reports will be issued to the entire university community which will, in addition to reporting and interpreting the data, seek to place that data in broad perspective.

DEMOGRAPHIC DATA - TOTAL SAMPLE

	STUDENT (N=326)	FACULTY (N=98)	ADMINISTRATION (N=95)
SEX			
Male	64%	74.5%	43.2%
Female	36%	25.5%	56.8%
MARITAL STATUS			
Single	62 %	20.4%	17.9%
Married	36.5%	76.5%	65.3%
Separated, Widowed Divorced	1.2%	3.1%	16.8%
EMPLOYMENT			
Full Time		84.7%	96.8%
Part Time		15.3%	3.2%
ETHNICITY			
Black	5.6%	2.0%	8.4%
Spanish-Speaking Am.	.6%	--	--
Oriental	1.8%	3.1%	1.1%
Caucasian	89.0%	91.8%	90.5%
American Indian	.3%	--	--
Other	2.5%	3.1%	--

COMPARATIVE DEMOGRAPHIC STATISTICS

(Student Sample)

N = 326

	1969-1970	1970-71	Student Sample
SEX			
Male	64%	63%	64%
Female	36%	37%	36%
CLASS			
Freshman	9 %	13 %	13.8%
Sophomore	12.5%	14.2%	14.2%
Junior	12.0%	20 %	21.6%
Senior	12.5%	19 %	21.2%
Graduate	25 %	32 %	29 %
MARITAL STATUS			
Married	71%	71%	62%
Non-Married	28%	29%	37%
DIVISION			
Undergraduate	46%	46%	48.2%
Graduate	25%	25%	26.7%
Professional	5%	5%	6.7%
Millard Fillmore	21%	24%	17.8%
CREDIT LOAD STATUS			
Full-Time	80%	80%	72%
Part-Time	20%	20%	28%

Part II. Results

CURRENT ISSUES

Included in this section are those topics about which the university community has made or is in process of making decisions. The survey did not succeed in providing information to the administration in time to influence many of these decisions and therefore did not achieve one of its primary goals. Indeed, it now appears questionable whether surveys of this kind can fulfill such a role. An alternative method, combining speed of data-gathering and analysis with timeliness of topic, is needed. The Survey Research Center is exploring the feasibility of developing such a method.

1. ROTC.

The decision by the university that there would be no ROTC program on campus next year was pleasing or very pleasing to 56% of the students, 47% of the faculty, and 24% of the administration. It was displeasing or very displeasing to 25% of the students, 35% of the faculty and 60% of the administration. No single alternative to ROTC won overwhelming support. Percentages of each group favoring different types of program or no program were:

	Students N=324	Faculty N=95	Administration N=92
1. Non-Academic Program taught by military personnel, leading to a reserve commission	18.5%	15.8%	24 %
2. Academic program taught by University Personnel, studying international conflict	22.8%	22.1%	22.8%
3. Both non-academic and academic programs	29.6%	40.0%	45.7%
4. No program of any kind	24.1%	17.9%	6.5%

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Faculty and staff tended to feel that any alternative program should be jointly academic and non-academic while students did not indicate a clear preference.

II. DAY CARE CENTER

All three groups--students (87.4%), faculty (82.5%), and administration (70.2%) support the establishment of a day care center on or near campus for the children of students, faculty, and administrative personnel. The major reasons given are that it will allow students to complete their education and that it will, in general, benefit women. Among faculty and students as well there is a strong sense that more financial support should be given a day care center from student fee funds. Slightly over one-half of the administrative personnel agreed with this view.

III. FOOTBALL

Attendance at football games is very low among all groups. 75% of students, 84.7% of faculty, and 72.3% of administration indicated they had never attended a game. Despite this fact, only 20% of the students, 25% of faculty, and 6.5% of the administration approved of the decision to drop football. 52% of the students, 39.6% of the faculty, and 75.3% of the administration expressed some sort of displeasure over the decision, for reasons which varied considerably and included a sense of its traditional place in the university, its generation of school spirit, its public relations value to the University, and the respondents' personal enjoyment of the sport. It is difficult to reconcile these expressed attitudes with the low level of actual attendance.

IV. NORTON UNION

Respondents were invited, in a very open-ended fashion, to describe

what they felt the roots were of the problems which plagued Norton Union during the Spring; and how, in a position to make some decision about it, they would act. Students and administrative personnel agreed that the problems were due to outside influences or to drugs while a considerable percentage of faculty attributed the problem to conditions in Norton Union such as messiness and lack of conduct standards. Suggestions for resolving the problems were very mixed with 25% of the students favoring the use of student security guards; and with only one measure giving substantial support from all three groups. This was controlling access to the Union by ID cards or some other means so that outsiders (however defined) are excluded. 22.1% of the students, 20% of the faculty, and 33% of the administration chose this approach.

V. DRUGS

Overwhelming percentages of all groups--students (87.7%), faculty (89.7%), and administration (71.3%) distinguish between "hard" and "soft" drugs with the former so described because they can cause addiction.

With regard to hard drugs, all three groups favor both strict law enforcement by all pertinent agencies including the courts and the university, as well as drug programs specifically designed to help the user. These programs include the establishment of a drug crisis center, educational programs, a community-wide drug attack, more research, the expansion of existing drug programs and the arrest of pushers.

For soft drugs, the three groups differ in their attitudes about university policies. Students favor a drug crisis center, educational programs, research on workable drug approaches, and expansion of existing drug programs in the Buffalo Metropolitan area. They opposed stricter enforcement of laws with regard to soft drugs, and oppose, as well, the removal of persons with a

history of soft drug use from the university. With regard to the arrest of soft drug pushers, their attitudes tend to be mixed.

Faculty favor the development of educational programs, community-wide attack on drug use, more research, and the expansion of existing programs in regard to soft drug use. They are neutral with regard to a soft drug crisis center and the arrest of soft drug pushers. Faculty tend to oppose stricter enforcement of the law regarding soft drugs and are very opposed to the removal of persons with a history of soft drug use from the campus.

With regard to soft drug use, administration responses were mixed on all scales. They seem somewhat opposed to strict enforcement of the law regarding drug users, and opposed as well to the establishment of a soft drug crisis center; but for all other policies they appear neutral or only slightly in favor of them.

The low percentage of respondents indicating that a drug rehabilitation and crisis center should receive student fee support coupled with the overwhelming support of the center as a health service that the University should offer students--students (91.4%), faculty (84.3%), and administration (85.2%)--suggests that the emphasis in such a center should be on professional medical and psychological treatment for drug problems.

Responding to a question concerning the enforcement of federal and local drug laws in the Buffalo area, students and faculty tended to feel that it was unfair and partial while administrative views were mixed.

While generalizing from these responses must be done carefully, it seems clear that the University would find strong support among all groups for a "tough stance" on the use and distribution of hard drugs, and would even find support for cooperation with federal and local agencies. In fact, one might

infer that more University participation in such enforcement would lessen the sense among faculty and students that the enforcement tended to be unfair and partial. It is also clear that there is a strong sense among all groups that the addict--the hard drug user--should have University-supported and medically oriented programs available to him.

Soft drugs pose a different problem. If one were to generalize about the students' responses to University policies, it would seem that they favor those which concentrate on help for the individual in trouble rather than on attempts to prevent soft drug use. Faculty seem more oriented toward educational programs, possible with a view to lessening drug abuse through greater understanding of its problems. Administrative staff do not exhibit strong attitudes for or against any programs and policies to deal with soft drug use.

VI. University Relations With the Community

When asked whether the University should make special efforts to improve its relations with the Buffalo community, 81.2% of the students, 90.5% of the faculty, and 79.3% of the administration said yes. Many different views were expressed as to what should be done. These can be roughly grouped into four categories with the percentages of each group choosing them:

	Students	Faculty	Administration
1. Improvement of relations by fostering direct interaction between the University and the community.	52.4%	47.8%	44.2%
2. Improvement of relations by adapting certain attitudes toward itself, or, by rethinking its role in the community.	5.6%	7.2%	11.7%

	Students	Faculty	Administration
3. Improvement of relations by changing the University and its policies in ways desired by the community	9.6%	10.8%	22.1%
4. Improvement of relations by disseminating information about the University in a public relations fashion.	30.4%	33.3%	20.6%

In response to a wuestion about which constituency the President seems most responsive to, 14% of the students, 15.4% of the faculty, and 7.8% of the administration see him as most responsive to the Buffalo community. The other outside constituency to which he is seen as most responsive --by students (36.5%) and by faculty (35.2%), is tha SUNY-Albany administration. The President is seen as most responsive to students by 20.8% of the administration, 14.7% of the students, and 7.7% of the faculty; while he is seen as most responsive to faculty by 13% of the administration, 16.5% of the faculty, and 5.7% of the students.

In summary, over 50% of faculty and students see the President as most responsive to what can be called outside constituencies (SUNY-Albany, The Buffalo Community); while administrative personnel see him as most responsive to inside constituencies (students, faculty, SUNY/Buffalo administration)--33.8% inside vs. 27.8% outside. To the Social Psychology group analyzing data from this year and last year, these perceptions are significant ones since one major reason given for last year's disturbances was lack of responsiveness on the part of top University administration to student demands. Generalizations are hazardous but it would seem that the issues of responsiveness, both actual and perceived, be fully explored.

VII. Publications

Two questions were asked about each of three major campus publications:

Spectrum, The Reporter, and Ethos. Respondents were asked how often they read each one and the extent to which they believe what they read. 40.3% of the students always read Spectrum, 16.9% always read the Reporter, and 19% always read Ethos. 39.9% always or usually believe Spectrum, 46.4% always or usually believe the Reporter, and 35.3% always or usually believe Ethos. 32.3% of faculty and 35.8% of administrative staff always read the Reporter while 12.4% of faculty and 18.9% of the administration always read Ethos. The majority (52% to 65%) of all groups read the different publications "sometimes"; and likewise the majority of all groups believe them sometimes. The only figures which are at all unusual are the 19.7% of students and 15.8% of administration who never read the Reporter and the 15% of students, 35.1% of faculty, and 24.2% of administration who never read Ethos. Overall figures give a slight edge in readership to Spectrum with an equally slight edge in credibility to the Reporter. The differences are, most likely, not of sufficient magnitude to be unattainable on the basis of chance.

EVALUATION

The topic of evaluation as treated in this survey dealt with three areas, including 1) how students should be evaluated, 2) whether faculty performance should be evaluated, and 3) how the overall quality of instruction at SUNYAB is perceived.

1. Evaluation of Students. Respondents were asked to rate six possible approaches to student evaluation as being excellent, satisfactory, or poor methods. Despite some variation in percentage figures, there seems to be general agreement among all groups that:

   a. Joint evaluation by teacher and student is the best means.

   b. To not evaluate at all is overwhelmingly rejected.

   c. Self-evaluation by the student alone is seen as excellent by no faculty, by 4.2% of the administration, and by only 5.4% of the students. 88% of faculty, 76.8% of administration, and 64.4% of students think it a poor method.

   d. Evaluation of each student by the entire class also receives little support, even by students, 72.2% of whom think it a poor means.

   e. Though 55.5% of faculty and 70.7% of the administration thought evaluation by tests using national norms a satisfactory or excellent method, 60% of the students thought it a poor method.

   f. A surprising amount of support exists for traditional evaluation by the teacher alone. 79.6% of faculty, 82% of administration, and 64.8% of students described it as satisfactory or excellent.

   It seems clear that those who would abolish traditional grading practices in favor of more democratic or individual methods are in the minority. The form of evaluation most highly respected seems to be that emphasizing mutual interaction by teacher and student.

2. Evaluation of Faculty Performance. Respondents were asked how important they think it is for a University such as this to evaluate faculty performance. Such evaluation was overwhelmingly supported with 83.7% of the students, 86.2% of the administration, and 85.2% of the faculty calling it important to very important. Apparently the recent interest and trend toward course and teacher evaluation is recognized as valid and necessary by virtually everyone.

3. Quality of Instruction. Respondents were asked to rate the quality of undergraduate, graduate, and professional instruction at SUNYAB on a scale from very good to very poor. All three groups rate undergraduate instruction as moderately good with 38.9% of the administration and 34.8% of the students rating it good to very good. Only 21.6% of the faculty so rated it. Major bases given include personal experience and the quality of the professors teaching the courses.

Graduate instruction is viewed more favorably by all groups with administration having the most favorable attitudes, followed by students. 63.9% of the administration and 53.3% of the students termed it good to very good while 46.7% of faculty so designated it. Students base their feelings on hearsay, personal experience, and the quality of the professors. Faculty do likewise, but administration views are very diverse.

The most favorable ratings are given to professional instruction. Here the bases for the judgment are largely hearsay, reputation, and instructor quality. 80.4% of the administration, 70.3% of the students, and 56.7% of the faculty all rate professional instruction as good to very good.

These findings do not seem unusual for a university as oriented as this one has been to high level high quality instruction, and to a focus on the national higher education scene as its basis of comparison.

THE COLLEGES

A series of five questions were asked about attitudes toward the Collegiate System. As expected, most respondents--89.2% of the students, 94.9% of the faculty, and 83.2% of the administration--have heard of the Colleges. Students and faculty feel that the Colleges should be funded more substantially and that "College" courses should be accepted fro credit toward existing degree programs. Responses to these questions were 70.2% and 81.8% respectively for students; and 61.4% and 75.6% for faculty. Administrative personnel had more mixed views with 53% feeling that the Colleges should not be funded more substantially, and 54.2% favoring acceptance of College courses for credit.

As part of the intensive analysis strategy planned for the Survey, the data on reactions to the Colleges were discussed with its director, Dr. Konrad Von Moltke. At his suggestion further analyses were carried out to account for many of the responses. General discussions were held regarding these more detailed analyses, and his interpretations of the data and its implications are included here. He was struck by the percentages of students (5.1%), faculty (10.8%), and administrative personnel (16.8%) who did not know of the existence of the Colleges. He felt them to be quite large in view of the extensive publicity the Colleges have received. It appears that there is a substantial uncertainty about what precisely the Colleges are supposed to do although the most frequent descriptions mention an emphasis on experimentalism and individualization of learning. Another response which surprised Dr. Von Moltke was the 24.4% of the faculty who felt that the College courses should not be credited. The reasons for this reflect generally the respondents' reactions to the more publicized issues (College A, Rosa Luxembourg, Self-evaluation, etc.) and show no clear awareness of the diversity of the Collegiate system.

Separate analyses indicated that 23.7% of all students and 40.8% of undergraduate day students had enrolled in a College at some time or other, a figure which strongly reflects the actual College enrollment figures during the last five semesters. Furthermore, 36.3% of all students (61.6% of undergraduate day school students) have considered taking College courses. Although only very small percentages of faculty and administration have actually enrolled, 19% of faculty and 13.3% of administrative personnel have considered enrolling which may suggest a potential new emphasis for the Collegiate System.

All groups, responding to three scales indicating the past, present, and future success of the Colleges in meeting its objectives, felt that they were better than last year and that they would be further improved three years hence. On similar scales rating the entire University for the extent to which it has, is, and will reach its goals, the students rated the Colleges generally better, the faculty about the same, and the administration somewhat lower in three years time. Further analyses indicated that the group who had actually enrolled tended to be more positive about the Colleges' expected development. Interpretations of these data may vary. Dr. Von Moltke's conclusions were that:

> "the undergraduate students have very high expectations of the Collegiate System which they see on the way to fulfillment, and as a group, students who took College courses found them to be distinctly more valuable than the average other courses they were taking in the University."

As a prototype of the uses to which these data may be properly put and as an example of the kind of interactive analysis strategy it has and will continue to follow, this preliminary look at the findings about the Colleges appears to have significant value.

FILE RECODE (CREATION DATE = 06/25/71)
SUBFILE STUDENT FACULTY (CONTINUED)

* C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * * * * *
093 HAS PERSON HEARD OF COLLEGES 0154 BY QAFFIL AFFILIATION OF RESPONDENT 0108 PAGE 1 OF 1

	QAFFIL			
COUNT / ROW PCT / COL PCT / TOT PCT	1.00 STUDENT	2.00 FACULTY	3.00 ADMIN	ROW TOTAL
093				
1.00 YES	293	93	79	462
	63.4	20.1	17.1	89.2
	89.2	94.9	83.2	
	56.6	18.0	15.3	
5.00 NO	36	5	16	56
	62.5	8.9	28.6	10.8
	10.8	5.1	16.8	
	6.8	1.0	3.1	
COLUMN TOTAL	325	98	95	518
	62.7	18.9	18.3	100.0

CHI SQUARE = 6.89702 WITH 2 DEGREES OF FREEDOM
CRAMER'S V = .11539
CONTINGENCY COEFFICIENT = .11463
KENDALL'S TAU B = .02696
KENDALL'S TAU C = .01734
GAMMA = .08311
SOMER'S D = .01614

07/21/71 PAGE 2

FILE RECODE (CREATION DATE = 06/25/71)
SUBFILE STUDENT

* C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * * * * *
094 HAS PERSON HEARD OF COLLEGES 0154 BY QSSA UNIV DIVISION IN WHICH REGISTERED 0418 PAGE 1 OF 1

	QSSA					
COUNT / ROW PCT / COL PCT / TOT PCT	1.00 LC	2.00 GRAD	3.00 PROFESS	4.00 MPC	7.00 OTHER	ROW TOTAL
094						
1.00 YES	149	75	22	43	1	290
	51.4	25.9	7.6	14.8	.3	89.2
	94.9	87.2	100.0	74.1	50.0	
	45.8	23.1	6.8	13.2	.3	
5.00 NO	8	11	0	15	1	35
	22.9	31.4	0.0	42.9	2.9	10.8
	5.1	12.8	0.0	25.9	50.0	
	2.5	3.4	0.0	4.6	.3	
COLUMN TOTAL	157	86	22	58	2	325
	48.3	26.5	6.8	17.8	.6	100.0

CHI SQUARE = 25.23240 WITH 4 DEGREES OF FREEDOM
CRAMER'S V = .27864
CONTINGENCY COEFFICIENT = .26841
KENDALL'S TAU B = .19923
KENDALL'S TAU C = .14107
GAMMA = .58073
SOMER'S D = .10753

OPEN END

Q98	QAFFIL STUDENT (1.00)	FACULTY (2.00)	ADMIN (3.00)	ROW TOTAL	
1.00	52	13	11	76	They give students opportunity to evaluate themselves, to seek creativity, individuality and self expression.
	68.4	17.1	14.5	16.9	
	11.6	14.1	14.3		
	11.6	2.9	2.4		
2.00	3	2	1	6	They are an attempt to create a system similar to the European
	50.0	33.3	16.7	1.3	
	1.1	2.2	1.3		
	.7	.4	.2		
3.00	2	1	2	5	They prepare students for regular university work
	40.0	20.0	40.0	1.1	
	.7	1.1	2.6		
	.4	.2	.4		
4.00	64	31	11	106	They represent experimental, new approaches to education, the person is to learn by doing. They represent a break from tradition
	60.4	29.2	10.4	23.6	
	22.9	33.7	14.3		
	14.3	6.9	2.4		
5.00	33	9	7	49	They deal with special interest courses in areas not normally covered
	67.3	18.4	14.3	10.9	
	11.8	9.8	9.1		
	7.3	2.0	1.6		
6.00	9	6	4	19	They provide for better student faculty interaction
	47.4	31.6	21.1	4.2	
	3.2	6.5	5.2		
	2.0	1.3	.9		
7.00	10	4	3	17	They are a waste of time. The idea behind them isnot that bad but nothing worthwhile has come from them.
	58.8	23.5	17.6	3.8	
	3.6	4.3	3.9		
	2.2	.9	.7		
COLUMN TOTAL	280	92	77	449	
	62.4	20.5	17.1	100.0	

(CONTINUED)

FILE RECODE (CREATION DATE = 06/25/71)
SUBFILE STUDENT FACULTY ADMINIST

OPEN END

Q98	QAFFIL STUDENT (1.00)	FACULTY (2.00)	ADMIN (3.00)	ROW TOTAL	
8.00	20	3	3	26	They extend the university into the community
	76.9	11.5	11.5	5.8	
	7.1	3.3	3.9		
	4.5	.7	.7		
9.00	32	13	8	53	They deal with particular fields of interest or disciplines
	60.4	24.5	15.1	11.8	
	11.4	14.1	10.4		
	7.1	2.9	1.8		
10.00	29	4	13	46	Have heard of them but don't know what they specifically do.
	54.3	8.7	37.8	10.2	
	8.9	4.3	22.1		
	5.6	.9	3.8		
11.00	23	4	7	34	Specific example with no further comment.
	67.6	11.8	20.6	7.6	
	8.2	4.3	9.1		
	5.1	.9	1.6		
97.00	7	4	3	.2	Other
	53.3	16.7	25.0	2.7	
	2.5	7.2	3.9		
	1.6	.4	.7		
COLUMN TOTAL	280	92	77	449	
	62.4	20.5	17.1	100.0	

CHI SQUARE = 52.53823 WITH 22 DEGREES OF FREEDOM
CRAMER'S V = .19835
CONTINGENCY COEFFICIENT = .26996
KENDALL'S TAU B = .04522
KENDALL'S TAU C = .04567
GAMMA = .06587
SOMER'S D = .02728

FILE RECODE (CREATION DATE = 06/25/71)
SUBFILE STUDENT FACULTY ADMINIST

CROSSTABULATION OF
Q18 POSITION ON FUNDING COLLEGES 0157 BY QAFFIL AFFILIATION OF RESPONDENT 0186
PAGE 1 OF 1

Q18	QAFFIL	STUDENT	FACULTY	ADMIN	ROW TOTAL	
	COUNT	1.00	2.00	3.00		
1.00	ROW PCT	69.3	17.8	12.9	64.4	Colleges should receive more funds
	COL PCT	70.2	61.4	47.0		
	TOT PCT	44.7	11.5	8.3		
	COUNT	71	27	35	133	
5.00	ROW PCT	53.4	20.3	26.3	35.6	Colleges should not receive more funds
	COL PCT	29.8	38.6	53.0		
	TOT PCT	19.0	7.2	9.4		
COLUMN TOTAL		238	70	66	374	
		63.6	18.7	17.6	100.0	

CHI SQUARE = 12.47539 WITH 2 DEGREES OF FREEDOM
CRAMER'S V = .18264
CONTINGENCY COEFFICIENT = .17967
KENDALL'S TAU B = .16752
KENDALL'S TAU C = .16495
GAMMA = .32134
SOMER'S D = .15594

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FILE RECODE (CREATION DATE = 06/25/71)
SUBFILE STUDENT

CROSSTABULATION OF
Q18 POSITION ON FUNDING COLLEGES 0157 BY Q55A UNIV DIVISION IN WHICH REGISTERED 0410
PAGE 1 OF 1

Q18	Q55A	UC	GRAD	PROFESS	MFA	OTHER	Row TOTAL	
	COUNT	1.00	2.00	3.00	4.00	7.00		
1.00	ROW PCT	64.1	19.2	6.0	10.8	0.0	70.2	Colleges should receive more funds
	COL PCT	65.3	52.5	62.5	50.0	0.0		
	TOT PCT	45.0	13.4	4.2	7.6	0.0		
	COUNT	37	29	6	18	1	71	
5.00	ROW PCT	23.9	40.8	8.5	25.4	1.4	29.8	Colleges should not receive more funds
	COL PCT	17.7	47.5	37.5	50.0	100.0		
	TOT PCT	7.1	12.2	2.5	7.6	.4		
COLUMN TOTAL		124	61	16	36	1	238	
		52.1	25.6	6.7	15.1	.4	100.0	

CHI SQUARE = 34.33391 WITH 4 DEGREES OF FREEDOM
CRAMER'S V = .37981
CONTINGENCY COEFFICIENT = .35507
KENDALL'S TAU B = .33174
KENDALL'S TAU C = .34221
GAMMA = .53539
SOMER'S D = .26977

FILE RECODE (CREATION DATE = 06/29/71)
SUBFILE STUDENT FACULTY ADMINIST

CROSSTABULATION OF Q11A SHOULD COLLEGE COURSES COUNT 0158 BY QAFFIL AFFILIATION OF RESPONDENT 0108 PAGE 1 OF 1

Q11A	QAFFIL STUDENT 1.00	FACULTY 2.00	ADMIN 3.00	ROW TOTAL
1.00	220	62	39	321
	68.5	19.3	12.1	75.9
	81.8	75.6	54.2	
	52.0	14.7	9.2	
5.00	49	20	33	102
	48.0	19.6	32.4	24.1
	18.2	24.4	45.8	
	11.6	4.7	7.8	
COLUMN TOTAL	269 63.6	82 19.4	72 17.0	423 100.0

CHI SQUARE = 23.67860 WITH 2 DEGREES OF FREEDOM
CRAMER'S V = .23660
CONTINGENCY COEFFICIENT = .23024
KENDALL'S TAU B = .20264
KENDALL'S TAU C = .17833
GAMMA = .41045
SOMER'S D = .16854

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FILE RECODE (CREATION DATE = 06/25/71)
SUBFILE STUDENT

CROSSTABULATION OF Q11A SHOULD COLLEGE COURSES COUNT 0158 BY Q55A UNIV DIVISION IN WHICH REGISTERED 0418 PAGE 1 OF 1

Q11A	Q55A IUC 1.00	G AD 2.00	PROFESS 3.00	HFC 4.00	OTHER 7.00	ROW TOTAL
1.00	123	49	15	27	0	220
	56.6	22.3	6.8	12.3	0.0	81.8
	91.5	72.1	75.0	69.2	0.0	
	44.9	18.2	5.6	10.0	0.0	
5.00	12	19	5	12	1	49
	24.5	38.8	10.2	24.5	2.0	18.2
	8.5	27.9	25.0	30.8	100.0	
	4.5	7.1	1.9	4.5	.4	
COLUMN TOTAL	141 52.4	68 25.3	20 7.4	39 14.5	1 .4	269 100.0

CHI SQUARE = 22.46519 WITH 4 DEGREES OF FREEDOM
CRAMER'S V = .28899
CONTINGENCY COEFFICIENT = .27763
KENDALL'S TAU B = .14481
KENDALL'S TAU C = .21297
GAMMA = .48747
SOMER'S D = .16772

FILE RECODE (CREATION DATE = 06/25/71)
SUBFILE STUDENT FACULTY ADMINIST

App.8 -6-

CROSSTABULATION OF

Q1101 WHY COLL COURSES SHOULD COUNT Q159 BY QAFFIL AFFILIATION OF RESPONDENT Q108

OPEN-END

Q1101	QAFFIL COUNT / ROW PCT / COL PCT / TOT PCT	STUDENT (1.00)	FACULTY (2.00)	ADMIN (3.00)	ROW TOTAL	
1.00		47	10	13	70	Responses which indicate that credit should be given just as for any course. Include here statements that the courses are as good as other courses.
		67.1	14.3	18.6	21.6	
		21.5	15.4	32.5		
		14.5	3.1	4.0		
2.00		57	13	6	76	Responses which point to some definite educational value of the College courses
		75.0	17.1	7.9	23.5	
		26.0	20.0	15.0		
		17.6	4.0	1.9		
3.00		34	0	6	40	Responses which indicate that course credit should be given because of the amount of time and work involved.
		85.0	0.0	15.0	12.3	
		15.5	0.0	15.0		
		10.5	0.0	1.9		
4.00		22	19	6	47	Responses which indicate that credit should be given within limits, e.g. some should, some should not etc. No criteria specified.
		46.8	40.4	12.8	14.5	
		10.0	29.2	15.0		
		6.8	5.9	1.9		
5.00		29	18	6	53	Responses which mention that evaluation is needed if credit is to be given.
		54.7	34.0	11.3	16.4	
		13.2	27.7	15.0		
		9.0	5.6	1.9		
6.00		9	0	0	9	Reference to a personal experience as grounds for giving credit.
		100.0	0.0	0.0	2.8	
		4.1	0.0	0.0		
		2.8	0.0	0.0		
7.00		10	2	0	12	Credit should be up to a student's major department.
		83.3	16.7	0.0	3.7	
		4.6	3.1	0.0		
		3.1	.6	0.0		
COLUMN TOTAL		219 67.6	65 20.1	40 12.3	324 100.0	

(CONTINUED)

FILE RECODE (CREATION DATE = 06/25/71)
SUBFILE STUDENT FACULTY ADMINIST

CROSSTABULATION OF

Q1101 WHY COLL COURSES SHOULD COUNT Q159 BY QAFFIL AFFILIATION OF RESPONDENT Q108

OPEN-END

Q1101	QAFFIL COUNT / ROW PCT / COL PCT / TOT PCT	STUDENT (1.00)	FACULTY (2.00)	ADMIN (3.00)	ROW TOTAL	
97.00		11	3	3	17	Other
		64.7	17.6	17.6	5.2	
		5.0	4.6	7.5		
		3.4	.9	.9		
COLUMN TOTAL		219 67.6	65 20.1	40 12.3	324 100.0	

CHI SQUARE = 41.51557 WITH 14 DEGREES OF FREEDOM
CRAMER'S V = .25312
CONTINGENCY COEFFICIENT = .33702
KENDALL'S TAU B = .22976
KENDALL'S TAU C = .22841
GAMMA = .34633
SOMER'S D = .23884

FILE RECODE (CREATION DATE = 06/25/71)
PROFILE STUDENT FACULTY ADMINIST

* * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * * *

Q1182 WHY COLL COURSES NOT COUNT (161) BY QAFFIL AFFILIATION OF RESPONDENT (106)

Q1182	QAFFIL STUDENT	FACULTY	ADMIN	ROW TOTAL	
1.00	21	9	11	41	Responses which indicate a negative attitude to the College courses, to their lack of discipline and academic standards, to their harmful effect on UB's reputation.
	51.2	22.0	26.8	39.8	
	41.2	45.0	34.4		
	20.4	8.7	10.7		
2.00	1	0	4	5	Responses which indicate general rejection of the credit system
	20.0	0.0	80.0	4.9	
	2.0	0.0	12.5		
	1.0	0.0	3.9		
3.00	6	2	2	12	Students should not expect credit for individualized learning
	50.0	16.7	16.7	11.7	
	11.8	10.0	6.3		
	5.8	1.9	1.9		
4.00	3	2	2	6	College courses are generally worthless
	33.3	33.3	33.3	5.8	
	5.9	10.0	6.3		
	2.9	1.9	1.9		
5.00	1	0	1	2	Reference to a personal experience as grounds for rejection (The single student responding is a professional student)
	50.0	0.0	50.0	1.9	
	2.0	0.0	3.1		
	1.0	0.0	1.0		
6.00	1	0	0	1	Responses which indicate that credit should be given within limits, e.g. some should, some should not. No criteria specified.
	100.0	0.0	0.0	1.0	
	2.0	0.0	0.0		
	1.0	0.0	0.0		
7.00	6	4	6	16	Responses which indicate that evaluation is needed if credit is to be given
	37.5	25.0	37.5	15.5	
	11.8	20.0	18.7		
	5.8	3.9	5.8		
COLUMN TOTAL	51 49.5	20 19.4	32 31.1	103 100.0	

(CONTINUED)

FILE RECODE (CREATION DATE = 06/25/71)
PROFILE STUDENT FACULTY ADMINIST

* * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * * *

Q1182 WHY COLL COURSES NOT COUNT (161) BY QAFFIL AFFILIATION OF RESPONDENT (106)

Q1182	QAFFIL STUDENT	FACULTY	ADMIN	ROW TOTAL	
8.00	0	0	2	2	Credit should be up to a student's major department
	0.0	0.0	100.0	1.9	
	0.0	0.0	7.1		
	0.0	0.0	1.9		
97.00	14	3	2	19	Other (student responses are ~~[illegible]~~, 1 UC, 4 Grad, 1 Prof
	56.8	15.8	26.3	18.4	
	27.4	15.0	15.6		
	13.7	2.9	4.3		
COLUMN TOTAL	51 49.5	20 19.4	32 31.1	103 100.0	

CHI SQUARE = 17.91127 WITH 10 DEGREES OF FREEDOM
CRAMER'S V = .29992
CONTINGENCY COEFFICIENT = .34561
KENDALL'S TAU B = .01452
KENDALL'S TAU C = .02493
GAMMA = .02492
SOMER'S D = .02010

FILE REGODE (CREATION DATE = 06/25/71)
SUBFILE STUDENT FACULTY ADMINIST

App.8 -

* CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
Q12A PERSON EVER ENROLLED IN COLL 0163 BY QAFFIL AFFILIATION OF RESPONDENT 0185
* PAGE 1 OF 1

Q12A	QAFFIL 1.00 STUDENT	2.00 FACULTY	3.00 ADMIN	ROW TOTAL
1.00	66	1	3	72
	91.4	1.4	4.2	15.9
	23.7	1.1	3.8	
	15.0	.2	.7	
5.00	219	68	75	382
	57.3	23.0	19.6	84.1
	76.3	98.9	96.2	
	48.2	19.4	16.5	
COLUMN TOTAL	287 63.2	69 15.6	78 17.2	454 100.0

CHI SQUARE = 36.11839 WITH 2 DEGREES OF FREEDOM
CRAMER'S V = .28206
CONTINGENCY COEFFICIENT = .27148
KENDALL'S TAU B = .25790
KENDALL'S TAU C = .19443
GAMMA = .81482
SOMER'S D = .18299

FILE REGODE (CREATION DATE = 06/25/71)
SUBFILE STUDENT

* CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
Q12A PERSON EVER ENROLLED IN COLL 0163 BY Q55A UNIV DIVISION IN WHICH REGISTERED 0616
* PAGE 1 OF 1

Q12A	Q55A 1.00 IUC	GRAD	PROFESS	MFC	OTHER	ROW TOTAL
1.00	60	4	2	2	0	68
	88.2	5.9	2.9	2.9	0.0	23.7
	40.8	5.3	9.1	4.8	0.0	
	20.9	1.4	.7	.7	0.0	
5.00	87	71	20	40	1	219
	39.7	32.4	9.1	18.3	.5	76.3
	59.2	94.7	90.9	95.2	100.0	
	30.3	24.7	7.0	13.9	.3	
COLUMN TOTAL	147 51.2	75 26.1	22 7.7	42 14.6	1 .3	287 100.0

CHI SQUARE = 49.05351 WITH 4 DEGREES OF FREEDOM
CRAMER'S V = .41342
CONTINGENCY COEFFICIENT = .38206
KENDALL'S TAU B = .36424
KENDALL'S TAU C = .35101
GAMMA = .77969
SOMER'S D = .27334

FILE RECODE (CREATION DATE = 06/25/71)
SUBFILE STUDENT FACULTY ADMINIST

* * * * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
Q128 PERSON CONSIDERED ENROLL IN COLL Q164 BY QAFFIL AFFILIATION OF RESPONDENT Q186
* * * * * * * * * * * * * * * * * * \

FILE RECODE (CREATION DATE = 06/25/71)
SUBFILE STUDENT FACULTY ADMINIST

* * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * *
Q14A OUTSIDE INFLUENCES ON COLL 0166 BY QAFFIL AFFILIATION OF RESPONDENT 0108
* PAGE 1 OF 1

Q14A	QAFFIL 1.00 STUDENT	2.00 FACULTY	3.00 ADMIN	ROW TOTAL
1.00	251	81	67	399
	62.9	20.3	16.8	90.1
	89.3	93.1	89.3	
	56.7	18.3	15.1	
5.00	30	6	8	44
	66.2	13.6	18.2	9.9
	10.7	6.9	10.7	
	6.8	1.4	1.8	
COLUMN TOTAL	281	87	75	443
	63.4	19.6	16.9	100.0

CHI SQUARE = 1.11526 WITH 2 DEGREES OF FREEDOM
CRAMERS V = .05018
CONTINGENCY COEFFICIENT = .05011
KENDALLS TAU B = -.02258
KENDALLS TAU C = -.01386
GAMMA = -.07552
SOMERS D = -.01387

FILE RECODE (CREATION DATE = 06/25/71)
SUBFILE STUDENT FACULTY ADMINIST

* * * * * * * * * * * * * * * * * CROSSTABULATION OF * * * * * * * * * * * * * * * * *
Q1401 HOW OUTSIDE INFLUENCED COLL 0166 BY QAFFIL AFFILIATION OF RESPONDENT 0108
* PAGE 1 OF 2

Q1401	QAFFIL 1.00 STUDENT	2.00 FACULTY	3.00 ADMIN	ROW TOTAL	
1.00	51	15	15	81	Community pressure forced the Colleges - or a specific
	63.0	18.5	18.5	20.5	Colleges - to move back on campus
	20.6	18.1	22.7		
	12.9	3.8	3.8		
2.00	68	27	18	113	
	60.2	23.9	15.9	28.5	Community pressure and/or public reaction has made the administration less favorably inclined to-
	27.5	32.5	27.3		ward the Colleges or otherwise has been detrimental to
	17.2	6.8	4.5		
3.00	40	9	7	56	
	71.4	16.1	12.5	14.1	Political and/or funding pressure has been brought to
	16.2	10.8	10.6		on the Colleges. Includes examples such as the "Mother
	10.1	2.3	1.8		
4.00	48	16	12	76	
	61.5	23.1	15.4	19.7	Responses which simply describe community attitudes to
	19.4	21.7	18.2		Colleges
	12.1	4.5	3.0		
5.00	2	0	1	3	
	66.7	0.0	33.3	.8	Pressure from the community has had minimal effect on
	.8	0.0	1.5		Colleges
	.5	0.0	.3		
6.00	0	1	0	1	
	0.0	100.0	0.0	.3	Pressure from the community has increased enrollment i
	0.0	1.2	0.0		the Colleges
	0.0	.3	0.0		
7.00	29	11	11	51	
	56.9	21.6	21.6	12.9	The community pressure and feeling as manifested in th
	11.7	13.3	16.7		TV has affected the Colleges.
	7.3	2.8	2.8		
COLUMN TOTAL	247	83	66	398	
	62.4	21.0	16.7	100.0	

(CONTINUED)

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FILE RECODE (CREATION DATE = 06/25/71)
SUBFILE STUDENT FACULTY ADMINIST

- - - - - - - - - - DESCRIPTION OF SUBPOPULATIONS - - - - - - - - - -

CRITERION VARIABLE Q13A SUCCESS OF COLLEGES AT PRESENT 0504
BROKEN DOWN BY QAFFIL AFFILIATION OF RESPONDENT 0108
BY Q12A PERSON EVER ENROLLED IN COLL 0103

- - - - - - - - - -

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FILE RECODE (CREATION DATE = 06/25/71)
SUBFILE STUDENT FACULTY ADMINIST

- - - - - - - - - - DESCRIPTION OF SUBPOPULATIONS - - - - - - - - - -
CRITERION VARIABLE Q13B SUCCESS OF COLLEGES LAST YEAR 0566
BROKEN DOWN BY QAFFIL AFFILIATION OF RESPONDENT 0108
BY Q12A PERSON EVER ENROLLED IN COLL 0163

FOR ENTIRE POPULATION
MEAN 5.005
STD DEV 1.558
VARIANCE 2.429
N (381)

VARIABLE	QAFFIL	VARIABLE	Q12A
CODE	1.00	CODE	1.00
STUDENT			
MEAN	4.702	MEAN	4.188
STD DEV	1.552	STD DEV	1.535
VARIANCE	2.409	VARIANCE	2.356
N	(242)	N	(69)
		CODE	5.00
		MEAN	4.874
		STD DEV	1.523
		VARIANCE	2.321
		N	(102)
CODE	2.00	CODE	5.00
FACULTY			
MEAN	5.817	MEAN	5.817
STD DEV	1.112	STD DEV	1.112
VARIANCE	1.237	VARIANCE	1.237
N	(71)	N	(71)
CODE	3.00	CODE	1.00
ADMIN			
MEAN	5.250	MEAN	5.333
STD DEV	1.652	STD DEV	2.082
VARIANCE	2.728	VARIANCE	4.333
N	(68)	N	(3)
		CODE	5.00
		MEAN	5.246
		STD DEV	1.649
		VARIANCE	2.720
		N	(65)

...LE RECODE (CREATION DATE = 07/20/71)
...OFILE STUDENT FACULTY ADMIN.ST

- - - - - - - - - - DESCRIPTION OF SUBPOPULATIONS - - - - - - - - - -
CRITERION VARIABLE G13A SUCCESS OF COLLEGES AT PRESENT G5G4
BROKEN DOWN BY GAFFIL AFFILIATION OF RESPONDENT G10F
BY G12B PERSON CONSIDERED ENROLL IN COLL G16G
- - - - - - - - - -

FILE RECODE (CREATION DATE = 07/25/71)
SUBFILE STUDENT FACULTY ADMINIST

- - - - - - - - - - DESCRIPTION OF SUBPOPULATIONS - - - - - - - - - -
CRITERION VARIABLE 0139 SUCCESS OF COLLEGES LAST YEAR 0566
BROKEN DOWN BY QAFFIL AFFILIATION OF RESPONDENT 0108
BY Q120 PERSON CONSIDERED ENROLL IN COLL 0104
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FILE , RECODE (CREATION DATE = 06/25/71)
SUBFILE STUDENT FACULTY ADMINIST

- - - - - - - - - - DESCRIPTION OF SUBPOPULATIONS - - - - - - - - - -

CRITERION VARIABLE Q17C SUCCESS COLLEGES WILL ACHIEVE 0568
BROKEN DOWN BY QAFFIL AFFILIATION OF RESPONDENT 0108
BY Q128 PERSON CONSIDERED ENROLL IN COLL 0164

- - - - - - - - - -

CAMPUS PROTEST

A series of questions were asked about protest activities on college campuses with specific reference to Buffalo's problems of last Spring. Leaving out respondents who were not on campus last year, it was found that 72% of students, 75% of faculty, and 63% of administration claim some type of involvement in last year's campus disorders. Of those students involved, 33% indicated participation as actively in support of the strike. An additional 19.9% claimed support, but gave no sign of active participation. 25.6% of students indicated they became involved on the basis of coincidence and had no feeling either for or against the strike. 9.6% of the students involved indicated that they became so as the result of coincidence but opposed the strike. 1.9% of those involved indicated they had taken part in the peace patrol. Of those not involved, and on campus, 29.5% indicated some sort of opposition to the strike.

8.9% of the faculty indicated active involvement in support of the strike. An additional 12.5% claimed support for the strike but gave no sign of active participation. 35.7% of the faculty claimed they became involved on the basis of coincidence and had no feelings either for or against the strike. 12.5% of the faculty indicated involvement on the basis of coincidence but opposition to the strike. 23.2% of the faculty indicated involvement in efforts to reduce conflict on campus and 5.4% indicated participation in the peace patrol. There was no indication of opposition to the strike among faculty not involved.

8.3% of the administration claimed active involvement in support of the strike with an additional 6.3% indicating support but without active participation. 39.6% of the administration indicated they were involved on the basis of coincidence but had no feelings toward the strike. 16.7% indicated they were involved

coincidentally and opposed the strike. 16.7% of the administration indicated involvement in efforts at conflict resolution. 10% of those not involved, and on campus, indicated this was due to opposition to the strike.

Only two protest tactics were favored by students: the use of petitions and the holding of protest rallies. Picketing and boycotting were viewed in a mildly positive manner, while all other tactics were viewed negatively. If we order the tactics in terms of favorableness we find that as the extremeness of the tactic increases, opposition toward its use increases. 7 represents the most negative rating that could be given to a tactic, 1 the most favorable. The takeover of buildings, disruption of classes and meetings, and the destruction of property were rated 6.1, 6.2, and 6.6, respectively. While the data suggest that students are not in favor of remaining aloof in regard to protest, they do favor the use of more peaceful forms of protest. These results hold regardless of whether the student was involved in last year's disturbances or not.

Faculty, like students, view the use of petitions and protest rallies as the only favorable tactics. Administrators see the use of petitions as the only favorable tactic. The overwhelming percentages of all respondents who disagree strongly with extreme tactics is one of the survey's clearest findings.

Protest disturbances on this campus were at a minimum throughout the year and respondents were asked what they thought the chances of student protest were as campared to last year. of students, of faculty, and of administrative personnel felt that the chances were low. Major reasons given in addition to the lateness of the year, included a sense that people are tired of protest and feel that it does not accomplish its ends. Neither fear of reprisals nor the change in administration emerged as important reasons for

this year's calm. Further analyses of these data and comparison with data gathered last year by the Social Psychology program suggest that problems which lead to protest are still unresolved and that protest is still possible. Approximately one-third of the students feel this way.

No single reason for becoming involved in protest activities stood out as having great importance for most respondents. All were seen as having some importance i.e., with over 40% of all groups calling them important or very important. The reason so indicated by the largest percentages of respondents --students (75.4%), faculty (74.5%), administration (69.2%) reaction to administrative actions such as calling in police, etc.

None of the potential actions which the administration might take in response to protest were viewed favorably by students but the least unfavorable was the suggestion that the administration warn any students involved in a disturbance that they face internal University discipline. Students favor internal rather than external action against protestors. They are opposed to the idea of taking no action and allowing things to calm down on their own. This latter alternative is viewed more negatively than the signing of complaints against disrupters so they can be arrested or than the calling in of the campus police, whose use was the third most favored alternative among students.

In general, faculty and administration also share the belief that internal action is to be preferred to external. This tendency is the weakest among the administrators. Students and faculty would view with disfavor the bringing in of City police with only the tactic of setting up a police precinct viewed more unfavorably. Administrative personnel were not so unfavorably disposed toward calling city police.

MINORITY ISSUES

A series of diverse questions were asked which can be related to one another as issues of the relations between the University and its constituent minorities. These include women, blacks, poor people, and a small number of ethnic minorities. One general finding is that students, faculty, and administration all have mixed views about the amount of discrimination which occurs on the basis of race or on the basis of sex. Moderate percentages of all three groups indicate levels of discrimination from none to a very great deal for both categories. One interesting finding is that the administration, 56.8% of whom are female, report the highest percentage of responses (57.6%) indicating little to no perceived discrimination on the basis of sex.

A majority of the administration felt that the University was doing enough to guarantee civil and minority-group rights in all areas except the construction of the Amherst campus and in athletics where only 46.8% and 36.6% felt that the University was doing enough. 16.3% of the administration felt that the University was doing too much in student admissions and 15.8% felt the University was doing too much in special emphasis programs for minority students.

Over 50% of the faculty felt that the University was not doing enough in guaranteeing minority rights in the hiring and promotion of non-faculty professional and technical staff, as well as in the construction of the Amherst campus, and in filling policy-making administrative posts.

Majorities of students (over 50%) felt that the University was not doing enough to protect minority rights in faculty hiring and promotion, in the hiring of non-faculty professional and technical staff, in athletics, in the construction of the Amherst campus, in filling policy-making administrative posts, and in hiring and promoting administrative staff. The sense of the University's not doing enough for minorities was strongest among students in the area of filling policy-making administrative positions where 63.8% of the students held this view.

16.

Open admissions is a term with several definitions. To students the most common definition is admission open to all without restriction (45.4%) and admission open to all with a high school diploma (13.6%). Faculty also define open admissions as admission open to all without restriction (32.6%) and admission open to all with a high school diploma (17.9%). 42.5% of administration define open admission as admission open to all without restriction. 23% of administrators, however, view open admission as admission to all qualified persons. This contrasts with the 16.8% of faculty and 8.5% of students who so defined it.

Differing definitions must be kept in mind when assessments are made of the percentages of different groups favoring or opposing open admissions. Students favor open admissions by a 55% to 44% margin. Faculty, holding roughly the same definition as students, opposed its implementation by a 60.2% to 39.8% margin. Administration is undecided with 50.6% favoring and 49.4% opposed.

The most common reason given by students (36%) faculty (47%) and administration (64%) for opposing open admissions is that not all people are capable of higher education. Further analyses are needed to determine adequately the relationship between favoring or opposing open admissions and one's definition of it.

HEALTH SERVICES

About half of the students (46%) have at some time used University health services. Faculty (26%) and administration (31%) have not used the services as often.

All groups would like the University to offer counseling services, birth control advice and devices, eye care services, medical referral services, a drug crisis center, a drug rehabilitation center, and a suicide center.

The strongest support is expressed for counseling services and a drug crisis center with over 80% of all groups describing both as important or very important. Reaction to the importance of offering surgical services is mixed. Students are somewhat in favor of the University offering abortion services, the faculty is neutral, and the administration somewhat opposed. 66.9% of the students are opposed to compulsory health insurance because they claim they have coverage elsewhere or because they feel health insurance should be voluntary. Equivalent percentages of faculty and administration are in favor of compulsory health insurance because they feel it provides needed protection.

Students, the group which uses health services the most often, see the services as slightly less than adequate. They are neutral concerning the competency of the personnel, and the courtesy offered. They are slightly favorable concerning the confidentiality of services, the cost, and the location. They rate the services unfavorably in regard to waiting time and scheduling.

Faculty are neutral in regard to adequacy of services, waiting time and scheduling. They rate favorably the competency of personnel, confidentiality of services, the cost of services, the location, and the courtesy offered.

Administrators rate somewhat favorably the adequacy of services, the waiting time, and scheduling. They rate favorably the competency of personnel, cost, confidentiality, location and courtesy.

GOVERNANCE

A number of questions were asked which relate to the general topic of University governance. Two specific areas were stressed, student government and the amount of responsibility various constituencies should have in relation to different decision areas. These are presently being analyzed in detail and will be treated here in only cursory fashion.

General attitudes of all three respondent groups toward student government on our campus is that it tends to be ineffective. 44.2% of the students called it ineffective or very ineffective as opposed to only 9.3% who felt it was effective or very effective. 55.2% of the faculty thought it ineffective, while only 1.1% thought it effective; and 42% of the administration considered it to be ineffective as well. 14.8% of the administration thought it was effective.

The students were asked a series of questions about the change in the structure of student government which had just taken place. Surprisingly, 63.1% of the students were unaware that this had occurred. Of the 36.9% who did know about it, 45.8% (or 16.3% of the whole student group) took part in the referendum. The group who were aware of the change supported it by an 87% to 13% margin, largely out of a desire for change and a sense that the new system would provide more effective representation.

General questions were asked of all respondents about how much or how little responsibility students, faculty, and administration should have for 8 different decision areas. The twenty-four resultant scales are presently the subject of intensive analysis and presentation of descriptive results at this point would be premature.

Part III. Summary Report On Student Protest

INTRODUCTION

This report summarizes those findings of the University Community Survey which deal with student, faculty, and staff attitudes toward campus protest in general, and the disturbances at SUNYAB during the spring of 1970 in particular. The findings are compared with those of a previous study carried out in 1970 and inferences are drawn about attitude change over time.

Following the campus disorders of February-March 1970, 125 UB students, chosen at random, were interviewed about their reactions to the disturbance. The study was conducted by three members of the social psychology program at UB-James Gahagan, Steven Lewis, and Ira Rubin-and was published in the December 11, 1970 issue of the Spectrum. Expanded versions of the questions used in this earlier study were included in the University Survey of 1971. Their purpose was to provide additional information on student attitudes in an atmosphere less tense and less polarized than that of the year before. Also the University Survey offered an opportunity to assess faculty and staff opinions on these same issues, something which the Gahagan, Lewis, Rubin study had not done. A comparison of the findings of both studies was undertaken to obtain some insight into why a campus that was in turmoil one year remained relatively quiet the next.

SUMMARY REPORT I

STUDENT PROTEST

Introduction

This report summarizes those findings of the University Community Survey which deal with student, faculty, and staff attitudes toward campus protest in general, and the disturbances at SUNYAB during the spring of 1970 in particular. The findings are compared with those of a previous study carried out in 1970 and inferences are drawn about attitude change over time.

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Involvement in Campus Protest

Controlling for respondents who were not enrolled during the Spring of 1970--and hence had no chance of being part of the Gahagan, Lewis Rubin study--The University Survey found that 72% of students claimed to have been involved in some way in the 1970 disorders. This percentage was virtually the same as that found in the earlier study and adds supports to the comparability of the results. In addition, 75% of faculty and 63% of staff respondents in the 1971 survey reported some type of involvement.

Of the students involved, 33% indicated participation in some protest. Another 19.9% claimed involvement and seemed to sympathize with the protesters, but gave no sign of active participation. 25.6% said they became involved because of coincidence and had no strong feelings for or against the protest. 9.6% indicated coincidental involvement but were opposed to the protest. Of those students who were enrolled at the time but were not involved in the protest, 29.5% indicated opposition to the protest. The rest attributed their non-involvement to not being on campus at the time or to coincidence, and gave little evidence of feelings for or against what was happening. For many of these respondents, the turmoil seemed merely to cause inconvenience or to disturb normal routine.

A majority of faculty and staff respondents to the 1971 study also claimed involvement in one form or another. 8.9% of faculty and 8.3% of staff indicated active support with and additional 12.5% of faculty and 6.3% of staff claimed support without active participation. Coincidental

involvement accounted for the largest percentages with 35.7% of faculty and 39.6% of staff attributing their involvement to this factor without indicating strong feelings for or against the protest. An additional 12.5% of faculty and 16.7% of staff indicated coincidental involvement but opposition to the protest. A substantial percentage of faculty (23.2%) and staff (16.7%) reported that their involvement took the form of conflict reduction efforts. An additional 5.4% of faculty indicated participation in the peace patrol. Only 10% of the staff who claimed they were not involved indicated that this was due to opposition to the protests. No uninvolved faculty gave opposition to the protest as their reason.

Attitudes about Protest

A number of general questions were asked of all respondents in the University Survey about their attitudes toward different reasons for taking part in protests, toward various student tactics, and toward possible administrative responses.

1. Reasons for Protest. Respondents were asked to rate on a 7 point scale, from very important to very unimportant, a number of possible reasons why students participate in organized campus protest.

All of the reasons listed were given some importance by students, faculty, and staff, with the largest percentages of students (75.4%), faculty (73.5%), and staff (69.2%) attributing participation in protest to reaction against administration actions (such as calling in the

police). The least important reasons, as seen by all groups, were curiosity about protests and a desire to influence students and other members of the university community to take sides. Respondents generally saw student participation in protest as more of a result of turmoil rather than as an attempt to generate turmoil. It seems reasonable to infer that, from the perspective of one year later, the SUNYAB community perceived itself as having been caught up in a chain of reciprocal events which escalated out of control, and not in a planned and organized rebellion.

2. Protest Tactics and Administrative Response. Respondents were shown a list of 9 ways in which students could be involved in campus protest, and were asked to rate their support or rejection of each. Two general impressions emerge from the data. First, all members of the University Community overwhelmingly reject extreme and destructive tactics. For instance, 92.6% of the students, 100% of the faculty, and 95.8% of the staff strongly opposed the tactic of breaking windows and of setting fire to University property. Disruptive tactics such as taking over classes or administration buildings, or interfering with classes and faculty meetings, were also strongly opposed by over 70% of students, and over 90% of faculty and staff. Less overwhelming, but still substantial, was the strong opposition to blocking the entrances to classrooms and administration buildings was opposed--by 60.6% of students, 81.3% of faculty, and 75.5% of staff.

The second general impression is that members of the University

Table 1

1
STRONGLY FAVOR

7
STRONGLY OPPOSE

Comparison of mean support level for involved and noninvolved persons in the Gahagan, Lewis, and Rubin study with involved and noninvolved persons in University Community study.

	Gahagan, Lewis and Rubin (1970)		University Community Study (1971)	
Tactics	Respondent claimed involvement in 1970 disorders	Respondent claimed no involvement in 1970 disorders	Respondent claimed involvement in 1970 disorders	Respondent claimed no involvement in 1970 disorders
A. Block entrances to classrooms or admin. offices	4.6	5.8	5.2	5.6
B. Break windows, set fire to Univ. property	5.5	6.6	6.4	6.6
C. Disrupt classes and faculty meetings	4.8	6.0	5.7	6.2
D. Set up picket lines at several points on campus	1.9	2.4	3.3	3.8
E. Indicate support by petitioning the admin.	2.1	1.6	2.1	2.1
F. Hold protest rallies	1.8	2.6	2.5	3.0
G. Boycott classes	2.4	3.6	3.4	4.1
H. March through classes	4.3	6.0	5.1	5.5
I. Take over buildings	4.2	5.7	5.5	6.1

Community were less opposed to, and often in favor of, "tactics" designed to inform the Administration of their dissent. The most favored means of doing this was the use of petitions to the administration, a tactic favored strongly by 77.2% of the students, by 78.4% of faculty, and by 62.1% of staff. A majority of students (57.4%) favored the holding of protest rallies as did 50% of faculty, only 31.9% of staff favored this tactic with an equal percentage strongly opposed. Students expressed mixed views about boycotting classes as a protest tactic. 40.4% of them favored it while 31.2% opposed it. Faculty and staff tended to agree with each other in not favoring boycotting of classes with almost 50% of faculty and over 60% of staff opposed to it.

Neither students nor faculty strongly supported the idea of remaining aloof from protest with over 40% of both groups strongly opposed non-involvement. Staff were equally divided with slightly less than 30% favoring and slightly less than 30% opposing.

One finding that is slightly puzzling is the large percentage of students (52.3%) who favor indicating opposition to protest activities by speaking out against them and/or signing petitions against them. That more than 60% of faculty and staff favored such tactics is less surprising. Taken together, these results may be explained by postulating the existence of a substantial group of moderates on campus who tolerate and even support dramatic dissent but who strongly oppose disruption, especially violent disruption, and would not hesitate to say so.

3. Comparisons with the 1970 Study. Table I shows that respondents in the University survey were less favorable toward all prosposed student

protest tactics than were repondents in the Gahagan, Lewis, Rubin study of 1970. Since the respondents in both studies were randomly chosen and since demographic comparisons indicate that both samples were representative of their respective populations, the data suggest a shift in student attitudes toward protest tactics over the last year. Division of data into those involved vs. those not involved in the 1970 disorders gives additional information about the meaning of shift in attitudes. As can be seen in Table I, students who indicated they were not involved in the 1970 disorders in the Gahagan, Lewis, and Rubin study and those who so indicated in the University survey expressed very similar attitudes toward student protest tactics. The mean shift across all 9 tactics was .272 (in the direction of less support in the University survey than in the Gahagan, Lewis, and Rubin study). In contrast, students who claimed involvement in the disorders show a sizeable "conservative" shift (averaging .814 over the two studies). This suggests that particularly students who were involved in the 1970 disorders have over the past year reevaluated their attitudes toward student tactics (with the possible exception of the petition tactic) and have in general become less favorable toward their use.

Another set of questions dealing with protest sought respondent attitudes about possible administrative responses to campus disturbance. As with the questions about student tactics, each possible administrative response was rated on a scale from 1 (very favorable) to 7 (very unfavorable).

Strong opposition was expressed by all three groups to 3 possible administration protest tactics: taking no action (more than 60% of each group opposed); placing city police on the campus permanently by setting up a police precinct within its confines, (over 70% of all groups) and closing the university for a specified time in order to allow things to calm down (more than 50% of each group).

Students oppose the obtaining of a restraining order or injuction from the courts (58.8%), the immediate suspension of any student involved in campus disruption followed by a later hearing (57.4%), and bringing police on campus temporarily (67.8%). Staff are substantially less opposed to these measures while faculty agree with students in opposing the bringing of police on campus temporarily; and are slightly less opposed than students to the other two potential actions.

Half of the students, 62.7% of faculty, and 77.9% of staff favor the warning of any students involved in disruptions that they face possible disciplinary action and the institution of internal proceedings against those who ignore this warning. This is the only measure which sizeable numbers of all three groups, students, faculty, and staff, seem to favor and would appear to be a response least likely to provoke further escalation in the event of a disturbance. A majority of staff, but not of students or faculty, favor immediate suspension of students (56.4%); bringing city police on campus to arrest those being destructive and them immediately leaving (52.1%); signing complaints against students for later arrest those being disruptive (52.1%).

An overall picture that emerges is of Staff members much more ready than students or faculty to view protest and campus distrubance as a police matter. Faculty support warnings of followed by internal disciplinary proceedings, or the calling of campus police to arrest disrupters. Students tend to be more opposed to reactions which aim at quelling protest and to support, though not in great numbers (40.9%) the cancelling of classes to discuss issues. In any event the clearest inferences which can be drawn involve what most feel the administration ought not to do, namely, inaction, closing down the university, or setting up a police precinct. The responses most acceptable, if disciplinary action must be taken, are internal actions. The data also suggest that administration responses aimed specifically at the disrupter are preferred to those which are more global and affect persons who may not be involved in the disorders.

The Quiet Spring of 1971

Respondents were asked very specifically how great they felt the chances were of another campus distrubance in 1971 such as had occurred the year before. The overall opinion of all groups was that the cances of such a protest were small. 45.1% of the staff felt there was little or no chance of student protest as opposed to 10.7% of the students, 4.3% of the faculty, and 8.6% of the staff who felt there was a strong chance. However, it should be recalled in interpreting these results that the university survey was not begun until April 1971, and a relatively quiet year has just about passed by this time. When asked why they felt the

chances were lower, the largest percentages of all groups attributed it to different attitudes on the part of student. 33.5% of students, 32.6% of the faculty, and 33.3% of the staff characterized these different attitude as apathy, less inclination to violence, and a disillusionment about protest. The second largest percentages -- 27.4% of students, 27.2% of faculty, and 32.2% of staff -- made vague reference to an atmosphere on campus which was not favorable to protest. Only a small percentage of students (7.7%), faculty (3.3%), and staff (6.7%) referred to actions of the administration which increased or decreased the likelihood of campus protest. One is led to infer, from the rejection of violent tactics and from sense that chances of protest are low due to changed student attitudes, that the calm spring of 1971 was due to a general weariness with turmoil and a sense that violence unrest simply does not work.

It would be ill-advised to interpret the quiet on campus as a sign that students are satisfied with campus conditions. The seeds of dissent and unrest are endemic to large complex institutions, and the possibility of protest always must be considered in administrative decision making. A crucial factor may well be the responsiveness of an administration to question raised by students. Real or perceived lack of responsiveness to problems at early stages can lead to increasingly dramatic dissent measures by students. If administration response is then to the student dissent itself rather than to the underlying problems which led to the dissent, there is a risk of setting off a chain of reciprocal escal-

ations of hostility which lead quickly to turmoil. In line with this, it appears that as of Spring 1971, the SUNYAB administration, and especially its President, did not have an image of responsiveness among students. In response to a question about which constituency President Ketter seemed most responsive to, 14.7% of the student, 7.7% of the faculty, and 20.8% of the staff saw him as most responsive to students. In contrast, 36.5% of students and 35.2% of faculty saw him as most responsive to the SUNY Central Administration. 14% of the student, 15.4% of the faculty, and 7.8% of the staff, in additional saw him as most responsive to the Buffalo Community. In summary over 50% of student and faculty saw the President as most responsive to what can be called outside constituencies. In view of the fact that one major reason given for involvement in the 1970 disturbances by students interviewed in the Gahagan, Lewis. Rubin study was lack of responsiveness on the part of top administration, these figures are worthy of consideration.

The actual time spent by the President responding to students is not at issue but rather the image of responsiveness which is conveyed. This may well be a matter of modified public relations.

Summary

The data from the University Survey and its comparison with that of the Gahagan, Lewis, Rubin survey suggest that attitudes about protest have, in the past year, become more conservative and that these changes may account, in part, for the quiet spring of 1971. But highly controversial issues remain and intense dissent is still possible, though the

form it would take at first would probably be less destructive and disruptive. Like most universities who have undergone violent disturbance, there is good reason to expect that SUNYAB has learned some hard lessons which it will not easily forget.

Survey Research Center
State University of New York at Buffalo
Amherst, New York 14226

Project 0120
University Community
April 1971

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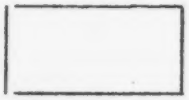
THE SURVEY RESEARCH CENTER



INTERVIEWER NUMBER

POPULATION CASE NUMBER

S. ____

F. ____

A. ____

Survey Research Center
State University of New York at Buffalo
Amherst, New York 14226

Project 0120
University Community
April, 1971

INTRODUCTION:

As you may know, a study is being conducted by the University's Survey Research Center concerning a variety of topics of pertinence to all members of the University Community--it would be very helpful if we could get your reactions; all information received will be treated as strictly confidential; (PAUSE FOR QUESTIONS) As a member of the (Faculty, Student Body, Staff) on this campus, could you tell us:

(Ask Question 1 and Continue) --

1. A. What was your major reason for initially coming to the University of Buffalo? Was it: (READ) (IF MORE THAN ONE, GET FULL EXPLANATION IN PROBE)

Academic	Political
Financial	Geographic
Social	Other; Specify _____

B. PROBE: Why is that? (FOR INITIAL REASON, I.E. RANK, SALARY BENEFITS, CITY LIFE, POLITICAL CLIMATE, RELATIVES, FRIENDS, ETC.)

_____

_____

_____

_____

_____

2. A. Here is a booklet (HAND RESPONDENT BOOKLET, PEN IF NECESSARY) we will be using during this interview. You will notice that the first item (POINT TO 2A) is a type of scale. We will be using this kind of scale several times during this interview. Every time we use it, the far left would represent your most positive opinion, and the far right your most negative opinion. For this question, we would like you to check that point on the line which best represents your opinion about how likely it is that you will be here for the remainder of your (career/schooling). That is, if it is very likely that you will remain here, you would place your check near the left end of the line, (POINT TO THE SCALE TO ILLUSTRATE), if it is very unlikely, your check would be near the right end of the line, or does your opinion fall somewhere in between? (BE SURE RESPONDENT CLEARLY UNDERSTANDS SCALE. REPEAT INSTRUCTIONS IF NECESSARY).

How likely is it that you will be here for the remainder of your (career/schooling)?

```
                +----+----+----+----+----+----+
very likely                                    very unlikely
```

B. (AFTER RESPONDENT HAS CHECKED SCALE) (PROBE) Why is that?

(BASIC REASONS FOR MOVING OR STAYING)

_____

_____

_____

_____

3. Using the booklet again, in the same way for Question 3(POINT): Please check that point on each line which best represents how important each of the concerns listed will be to you in the next few years. This time the far left would represent a concern that is very important to you, and the far right, a concern that is very unimportant to you.

	very impt.					very unimpt.
A. Financial	+	+	+	+	+	+
B. School problems; grades, studying; deciding on specialty	+	+	+	+	+	+
C. Creative effort; artistic achievement	+	+	+	+	+	+
D. Career & life goals	+	+	+	+	+	+
E. Marriage; finding a mate; family life	+	+	+	+	+	+
F. The draft; military service	+	+	+	+	+	+
G. Finding identity; life style	+	+	+	+	+	+
H. Relationship with parents	+	+	+	+	+	+
I. Health problems	+	+	+	+	+	+
J. Family responsibilities	+	+	+	+	+	+
K. Employment	+	+	+	+	+	+
L. Larger social problems, eg. ecology, poverty, civil rights, state or national politics, etc.	+	+	+	+	+	+
M. Retirement	+	+	+	+	+	+
N. Other: Specify_____	+	+	+	+	+	+

4. Now we would like to ask some questions about student government on our campus. Again using the booklet we used before, with the left end being very positive and the right end being very negative, would you indicate on Question 4: How effective you feel student government is on our campus? The left end would be very effective, and the right end would be very ineffective.

+----+----+----+----+----+----+

very effective very ineffective

5. FOR STUDENTS ONLY (ALL OTHERS GO TO QUESTION 6)

A. Are you aware of the change in the structure of student government that was approved in the recent referendum?

Yes (ASK B) No (GO TO 6)

B. Did you vote in the referendum having to do with changing the Polity form of student government?

Yes No

C.1. Do you favor or oppose the change in the structure of student government as approved?

Favor Oppose

2. (PROBE) Why is that? _____

_____

_____

_____

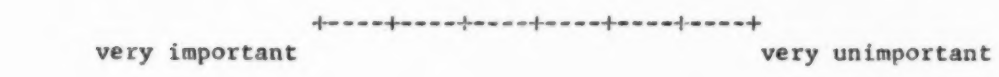
D. Do you think that representation by academic units would have been better?

Yes No

6. Do you think the following are: excellent, satisfactory, or poor ways of evaluating (grading) student academic performance? (READ EACH ITEM, PUT X IN APPROPRIATE BOX).

ITEM	Excellent	Satisfactory	Poor
A. The teacher alone			
B. Each student(self-evaluation)alone			
C. Joint evaluation by both instructor and student			
D. The entire class should evaluate each student			
E. Use tests based on national norms derived by examining students in many U.S. colleges(e.g. as SAT, GRE, etc.)			
F. No evaluation should be made at all			
G. Other (DO NOT ASK) Specify: _____			

7. Using the booklet again, on Question 7: How important do you think it is for a University such as this to (evaluate/rate) faculty performance? This time the far left would be very important, and the far right very unimportant.



8. A. Do you think that the University is doing enough, not enough or too much in guaranteeing civil and minority group rights in the following areas: (READ AND MARK "X" IN APPROPRIATE BOX) (May be necessary to repeat emphasis on civil and minority group rights).

AREAS	Too Much	Enough	Not Enough	Don't Know
1. Faculty hiring and promotion				
2. Student admissions				
3. Special emphasis programs for students				
4. In the hiring and promotion of "blue collar" staff				
5. In the hiring and promotion of non-faculty professional and technical staff				
6. The construction of new campus facilities, e.g. at Amherst				
7. Athletics				
8. In filling policy-making administrative positions				
9. In hiring and promotion of administrative staff				

8. B. In your booklet, please indicate on Question 8B, the extent to which you feel people are discriminated against in the University in those areas listed. The far left, would be, a very great deal, the far right, none.

	a very great deal					none
RACE	+	+	+	+	+	+
SEX	+	+	+	+	+	+
AGE	+	+	+	+	+	+
NATIONAL ORIGIN	+	+	+	+	+	+
CITIZENSHIP	+	+	+	+	+	+
MONEY	+	+	+	+	+	+

Now we would like to talk a little about some of the programs, activities, and services available at the University.

9. A. Have you heard of the "Colleges" here at the University of Buffalo?

Yes (ASK B) No (GO TO 15)

B. (IF YES ABOVE) PROBE: (What are they? What do they do?)

_____

_____

_____

10. Do you think the "Colleges" should be <u>funded</u> more substantially than is now the case?

Yes No

11. A. Do you think the "Colleges" courses should be accepted for credit toward existing degree programs?

Yes No

B. PROBE: Why is that? _____

_____

_____

_____

12. A. Have you ever enrolled in any of the Colleges?

Yes (GO TO 13) No(ASK B)

B. Have you ever <u>considered</u> enrolling in one of the colleges?

Yes No

13. A. Again using the booklet, Question 13A, we would like your opinion about the effectiveness of the "Colleges" in terms of the degree of success it has achieved at the present time. On the line this time, the far left would be total success, and the far right, total failure. Which place on the line comes closest to representing your opinion?

+----+----+----+----+----+----+

total success total failure

B. Which place do you think best represents the degree of success most people believed it had achieved last year?

+----+----+----+----+----+----+

total success total failure

C. And lastly, which place best represents the degree of success you believe it will achieve 3 or 4 years from now?

+----+----+----+----+----+----+

total success total failure

14. A. Do you think the outside community has influenced decisions that have been made regarding the "Colleges System?"

Yes No

B. (PROBE) How is that? _____

_____

_____

_____

15. A. Do you feel that the University of Buffalo <u>in general</u> need make any special efforts to improve its relations with the city and people of Buffalo and with the adjacent suburban areas?

Yes (ASK B) No (GO TO 16)

B. What do you think the University should do to improve its relations with the city and people of Buffalo?

_____

_____

_____

_____

16. A. Which of the following types of activities would you like to see get more, about the same, less, or no financial support through use of Student Fee funds? (MARK "X" IN APPROPRIATE BOX FOR EACH ITEM) (READ)

Type of Activity	More Support	About the Same	Less Support	No Support (ASK C)
1. Student periodicals & publications such as "The Spectrum" or "Ethos"				
2 WBFO				
3. A student bail fund				
4. Intercollegiate Athletics				
5. Day care center				
6. Medical services				
7. Social & counseling services				
8. Religious activities				
9. Guest lecturers or speakers				

B. Within those categories, are there any specific activities or services you feel should get more support? (PROBE FOR SPECIFICS, I.E. A PARTICULAR SPORT, A SPECIFIC MEDICAL SERVICE, ETC.)

_____

_____

C. (FOR THOSE "NO SUPPORT") Should they be funded from University funds?

Item #	Yes	No	Item #	Yes	No	Item #	Yes	No
1			4			7		
2			5			8		
3			6			9		

17. Are you aware that the current student fees are mandatory?

Yes No

18. A. Do you feel that student fees should be: (READ)

mandatory (ASK 1) voluntary (ASK B) dropped entirely(ASK C)

A.1 If mandatory fees means that expenditures must be reviewed by the Administration, as has been proposed, would you still favor mandatory student fees?

Yes No

B. It it is done on a voluntary basis, what do you think would be the best way of collecting those fees? (PROBE FOR MECHANISMS INVOLVED I.E. FROM WHOM? HOW? HOW DISBURSED?, ETC.)

_____

_____

_____

C. If those fees are dropped entirely, what do you think would be the best way of getting funds for those activities now supported by student fees? (PROBE FOR MECHANISMS INVOLVED I.E. FROM WHOM?, HOW?, HOW DISBURSED? ETC.) _____

_____

_____

_____

19. A. Do you read: (READ AND MARK "X" IN APPROPRIATE BOX)

Publication	Always (ASK B)	Sometimes (ASK B)	Never (GO TO 20)
"The Spectrum"			
"Reporter"			
"Ethos"			

B. Do you believe what you read in: (READ AND MARK "X" IN APPROPRIATE BOX)

Publication	Always	Usually	Sometimes	Never
"The Spectrum"				
"Reporter"				
"Ethos"				

20. We have a question concerning your view of what governance systems in colleges and universities should be. We would like to know the extent to which you feel faculty, students, administrators, and the SUNY Chancellor should have responsibility making such decisions as what should be taught and what the institution's priorities should be.

Using your booklet, for Question 20, please indicate, by placing a check someplace on each line, how much or little responsibility each group should have in each decision area listed. For instance, (POINT TO SCALE) how much responsibility do you feel the Faculty should have for deciding what should be taught? (AFTER RESPONDENT HAS CHECKED SCALE) How about the Students? (ALLOW RESPONDENT TO CHECK) And the Administration? Please continue and check each scale, in each decision area. (BE SURE RESPONDENT UNDERSTANDS INSTRUCTIONS CLEARLY. REPEAT IF NECESSARY).

Decision Area	a very great deal					none
A. for deciding what should be taught						
B. for deciding who should teach						
C. for defining standards of conduct on campus						
D. for setting institutional priorities						
E. for reviewing judicial structures and procedures in the institution						
F. for determining policies which govern the institution's relations with groups outside the organization						
G. for recommending the appointment of policy-making administrators						
H. for dispersing student fee funds						

21. A. Some people have stated that a day care center on or near campus for the children of students, faculty, staff and administrative personnel should be available for those wishing to use it. Using the booklet on Question 21A: please indicate how good an idea you think this is. Far left would be very good, far right, very bad.

+----+----+----+----+----+----+
very good very bad

B. (AFTER RESPONDENT HAS CHECKED SCALE) (PROBE) Why is that? (REASONS WHY RESPONDENT FEELS AS HE DOES)_____

_____

_____

_____

There has been a lot of discussion about the use of various types of drugs on college campuses. In the following questions, we'd like to get your views and reactions to a number of questions about drugs on campus.

22. A. In your thinking, do so-called "soft drugs" differ from so-called "hard drugs?"

Yes (ASK B) No (ASK C,D)

B. (PROBE) How is that? (GET RESPONDENT'S DEFINITION OF EACH TYPE IF POSSIBLE. OR NAMES OF DRUGS RESPONDENT CONSIDERS TO BE "SOFT"; "HARD"

_____

_____

_____ (GO TO 23)

C. Are there any differences at all that you do make between various kinds of drugs?

Yes (ASK D) No (GO TO 23)

D. What would they be? (GET RESPONDENT'S DISTINCTIONS) _____

_____

_____

23. In your booklet, on Question 23, are a number of different policies which the university could support or adopt in regard to the use of drugs. Please indicate by responding on the scale, the degree to which you agree or disagree with each, first in regard to soft drugs, then indicate the degree to which you agree or disagree with each in regard to hard drugs. Far left would be actions with which you strongly agree. Far right means that you strongly disagree with the action.

(BE SURE RESPONDENT UNDERSTANDS HE IS TO REACT TO EACH ACTION)

(IF RESPONDENT HAS ANSWERED "YES" TO 22A OR 22C, HE IS TO USE BOTH SETS OF SCALES ON DRUGS. IF HE HAS ANSWERED "NO" ON 22C HE IS TO USE ONLY 1 SET OF DRUG SCALES - THE FIRST ONE, SINCE HE HAS MADE NO DISTINCTION AT ALL)

Actions

A. Establish a drug crisis center on or near campus operated by student volunteers

B. Strive for stricter enforcement of drug laws by all pertinent agencies including the courts and the University

C. Remove from University life all persons with a history of drug use as well as those using drugs now

D. Develop more educational and informational programs to let people know about the danger of drugs

E. Make any attack on the drug problem community-wide, for example, through storefront drug crisis intervention centers - don't just limit it to the University at Buffalo campus.

F. Sponsor more research to determine what kinds of approaches to drug problems work best

G. Expand the services of drug programs already existing in the Buffalo metropolitan area

H. Focus on the arrest of drug pushers and sellers and on eliminating their sources of supply.

24. On Question 24, please indicate to what extent you believe that federal and local drug laws are being enforced impartially in the Buffalo area by the official agencies having this responsibility (police, narcotic agents, the courts, etc.) Far left would indicate you feel enforcement is very fair and impartial, far right would indicate you feel enforcement is very unfair and partial.

very fair & impartial +----+----+----+----+----+----+ very unfair & partial

25. The next page of the booklet is a little different. Question 25 is a sheet with a list of items, each on a separate label. Please arrange the labels on the numbered lines in order of their importance to you. The labels can be moved from one line to another, should you wish to change your mind. Of course there are no right or wrong answers: everyone has his own idea of what is important to him. You don't need to take much time with this, we just want a general idea of your opinions.

(INDICATE TO RESPONDENT THAT YOU WILL USE THIS TIME TO LOOK OVER INTERVIEW THUS FAR TO BE SURE YOU HAVEN'T SKIPPED ANYTHING)

26. It has recently been announced by the University that there will be no ROTC program on campus next year. In your booklet, on Question 26, please indicate on the scale, your reaction to not having ROTC on campus next year. Far left would be very pleased, far right, very displeased.

very pleased +----+----+----+----+----+----+ very displeased

27. Several alternatives have been proposed. Do you think this program should (READ & CIRCLE ONE RESPONSE)

A. Be a non-academic program taught by military reserve personnel, leading to a service commission

B. Be an academic program taught by University personnel, studying international conflicts

C. Both a non-academic military program, and an academic non-military program should be established.

D. No program of any kind should be established.

E. Other (DO NOT ASK) Specify: _____

28. A. Another issue talked about recently concerns open admissions. That term, however, has different meanings for different people. What do you mean by open admissions? (PROBE FOR RESPONDENT'S DEFINITION, I.E. ALL QUALIFIED PERSONS, ANYONE WHO SEEKS ENTRY, ETC.)

_____

_____

_____

B. In your judgement, should open admissions be implemented at UB?

Yes (GO TO 29) No (ASK C)

C. (If NO to the above): Why do you say open admissions ought not be implemented? (READ)

that is not the purpose of higher education

not everyone is capable of pursuing higher education

open admissions would cost too much

it is not necessary that everyone go to college

Open admissions has not worked where it has been tried

Other (Specify) _____

29. A. There are many special academic programs on this campus. Are you familiar with the EPIS program on this campus?

Yes (ASK B) No (GO TO 30)

B. How well do you think it is meeting its academic objectives?

(PROBE) How is that? _____

_____

_____

_____

30. A. About how often did you attend the University of Buffalo football games during the present season?

Attended_____times Never_____

B. How do you feel about the fact that the intercollegiate football was dropped at UB?

(PROBE) _____

_____

_____

31. Question 31 in your booklet lists many kinds of health services. How important do you think it is for the University to offer these to students? On the scale use the far left for very important, and the far right for very unimportant.

Services	very impt.					very unimpt.
A. Counseling services						
B. Surgical services						
C. Birth control advice and devices						
D. Eye-care services						
E. Abortion services						
F. Comprehensive medical referral						
G. Drug crisis center						
H. Drug rehabilitation center						
I. Suicide prevention center						

32. A. Do you believe that health insurance should be compulsory for students at SUNY/AB?

Yes No

B. (PROBE) Why is that? _____

_____

_____

_____

33. The University sponsors a variety of student health services. Have you ever used any University of Buffalo sponsored health services?

Yes No

IF YES, Which one?_____

34. On Question 34 in your booklet, please rate the items about the health services listed in terms of how adequate or inadequate you think they are. On the scale, far left would be very adequate, far right very inadequate.

Health Service Items	very adequate	very inadequate
A. Range of services offered		
B. Competence of personnel		
C. Confidentiality		
D. Their cost to users		
E. Their location		
F. Waiting time		
G. Courtesy		
H. Scheduling delays (Appointments)		

FOR GRADUATE STUDENTS ONLY

(ALL OTHERS GO TO 38)

We are interested in gathering data on the grievances that graduate students have on the departmental level.

35. On Question 35, in the booklet, please mark how familiar or unfamiliar you are with the manner in which grievances have been handled in your department. The far left is for very familiar, the far right for very unfamiliar.

very familiar ——— very unfamiliar

36. And on Question 36, how fairly or unfairly do you feel that grievances you have known about in your department have been dealt with? On the scale, use the far left for very fairly, and the far right for very unfairly.

+----+----+----+----+----+----+

very fairly very unfairly

37. A. For Question 37A, please go over the list and place an "x" in the appropriate column, indicating whether or not you KNOW that area has produced what you feel is a serious grievance in your department in the last three years.

Area		Yes	No
1.	Preliminary exams	___	___
2.	Stipends	___	___
3.	Required workloads(research,teaching)	___	___
4.	Degree requirements	___	___
5.	Dissertation committee	___	___
6.	Change of advisor or dissertation chairman	___	___
7.	Control of degree program(courses taken, direction research, etc.)	___	___
8.	Evaluation (adequate feedback and/or reasons for termination)	___	___

37. B. Now please indicate on the scales for Question 37B, how likely or unlikely you think it is that each of the areas would require action above the departmental level to resolve a grievance fairly. Again on the scale, use the far left for very likely and the far right for very unlikely.

(Interviewer: Refer to areas 1-8 listed in Q. 37A)

37. C. Does your department have a formal procedure to deal with graduate student grievances?

Yes No Don't know

Campus protests have been quite common in the past few years. We would like to ask some questions about those activities on this campus.

38. A. Were you directly involved in last academic year's student strike and protest? That is, the one during the Spring of 1970?
By "being involved", we do not necessarily mean that you favored the strike or protest; you might have been against it or quite neutral.

Yes No

B. (PROBE) How is that? _____

_____

_____

39. A. On Question 39A , please indicate how high or low you think the chance of student protest is on campus this year as compared to last year. Using the scale in your booklet for Q. 39A , the far left would indicate very high, and the far right would indicate very low.

+----+----+----+----+----+----+

very high very low

(AFTER RESPONDENT HAS CHECKED SCALE)
B. (PROBE) Why is that? _____

_____

_____

_____

40. Question 40 lists a number of factors or reasons that might lead a person to become involved in student protest activities.

Relatively speaking, how important or unimportant do you think they are in explaining why University of Buffalo students participate in organized campus protest of any kind?

Using the scale, indicate at the far left very important, and at the far right very unimportant.

A. Curiosity about protests - what is it like to be part of one?

+----+----+----+----+----+----+
very impt. very unimpt.

B. Strong feelings about the issues involved in the protest

C. The excitement or fun of protesting against something - "action"

D. The desire to "belong," need for a feeling of "community", need to be with a group of people who all are seeking a common goal

E. Reaction against administration actions, e.g., such as the calling in of police, etc.

F. An interest in initiating changes

G. The motive to protest against felt injustice

H. To influence students and other members of the University Community, i.e. to make them choose sides

I. Other (specify) _____

_____

41. And Question 41 lists a number of potential actions the administration could take to deal with campus disturbances.

Using the scale, please indicate how favorable or unfavorable you would personally be toward each action, by using the far left for very favorable and the far right for very unfavorable.

A. Agree to most student requests

+----+----+----+----+----+----+
very favorable — very unfavorable

B. Obtain a restraining order and/or injunction from local courts

C. Take no action -- allow things to calm down on their own

D. Bring city police on campus and have them stay until things have calmed down

E. Place city police on the campus permanently, e.g., by setting up a police precinct within the confines of the campus

F. Cancel classes and have administrators discuss issues with students

G. Immediately suspend any student who is identified as involved in campus disruption or destruction of property and give him a hearing later

H. Bring city police on campus to arrest those being destructive or disruptive. Have police leave as soon as they have made an arrest

I. Sign complaints against students being destructive or disruptive, so that they can be arrested and tried by the city courts

J. Warn any students involved in the disturbances that they are disrupting university functions and face possible disciplinay action. If students ignore the warning, institute internal disciplinary proceedings, (hearings, etc.) against those involved

K. Call on campus police to arrest those who are being destructive or disruptive

L. Close the University for a specified time in order to allow things to calm down

42. And Question 42 lists a number of ways in which STUDENTS could be involved in a campus protest. Using the scale, indicate how you personally feel about a given type of action, by using the far left for strongly favor and the far right for strongly oppose.

+----+----+----+----+----+----+

strongly favor strongly oppose

A. Block entrances to classroom or administrative offices

B. Remain aloof, do not participate in any protest activities

C. Indicate oppostiion to protest activities by speaking out against them, signing petitions against them, etc.

D. Break windows, set fire to University property, etc.

E. Disrupt classes and faculty meetings

F. Set up picket lines at some points on campus

G. Indicate support by petitioning the Administration with signatures

H. Hold protest rallies

I. Boycott classes

J. March through classroom and administrative buildings

K. Take over administrative or classroom buildings

One of the other things that has been discussed recently, is the quality of instruction at Universities.

43. A. From your own personal knowledge about courses, students, and faculty, what would you feel to be the most accurate rating of the quality of undergraduate, graduate, and professional instruction at the University of Buffalo?

Using the scale, indicate your reply for each type of instruction, with very good at the far left, and very poor at the far right.

	very good					very poor
undergraduate instruction	+----	+----	+----	+----	+----	+----
graduate instruction	+----	+----	+----	+----	+----	+----
professional instruction (medical, legal, etc)	+----	+----	+----	+----	+----	+----

(AFTER RESPONDENT HAS CHECKED EACH SCALE SAY: Would you tell me your reasons for marking each level as you did? First, the undergraduate level. (AFTER PROBE, ASK THE SAME FOR EACH REMAINING LEVELS)

B. Undergraduate Instruction

(PROBE) Why is that? _____

_____

_____

Graduate Instruction

(PROBE) Why is that? _____

_____

_____

Professional Schools Instruction

(PROBE) Why is that? _____

_____

_____

44. To whom do you think the President of SUNY/AB is most responsive, as regards University of Buffalo-related affairs? (PROBE FOR MOST IMPORTANT PERSON OR GROUP)

_____

_____

_____

_____

_____

45. Again using the booklet, where would you rate the University of Buffalo in terms of the ultimate ideal that it is capable of achieving? Use the far left to indicate total success and the far right to indicate total failure.

A. Ultimate ideal it is capable of achieving

```
+-----+-----+-----+-----+-----+-----+
total                           total
success                         failure
```

B. At what point do you think the University was 3 or 4 years ago?

C. At what point do you expect the University to be 3 or 4 years from now?

46. On the last page of the booklet, Question 46, are 12 pairs of statements. Please read each pair of statements and choose the one which most clearly describes you or which reflects your beliefs. Circle the number for that option. Do the same for each pair of statements. If neither option exactly fits, choose the one which more nearly does so. There are, of course, no right or wrong answers, as we are interested in your opinions only.
(BE SURE RESPONDENT UNDERSTANDS HE IS TO CIRCLE ONE NUMBER FOR EACH PAIR)

A. 1) Many of the unhappy things in my life were due to bad breaks.
   2) My misfortunes result solely from the mistakes I make.

B. 1) In the long run, people get the respect they deserve in this world.
   2) Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

C. 1) As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.
   2) By taking an active part in political affairs, the people can control world events.

D. 1) Most people don't realize the extent to which their lives are controlled by accidental happenings.
   2) There is really no such thing as luck.

E. 1) Without the right breaks, you can't be an effective leader.
   2) Capable people who fail to become leaders, have not taken advantage of their opportunities.

F. 1) One of the major reasons why we have war is because people don't take enough interest in politics.
   2) There will always be war no matter how hard people try to prevent it.

G. 1) I have often found that what is going to happen, will happen.
   2) Trusting to fate has never turned out as well as making a decision to take a definite course of action.

H. 1) Becoming a success is a matter of hard work; luck has little or nothing to do with it.
   2) Getting a good job depends on being in the right place at the right time.

I. 1) This world is run by the people in power, and there is not much the little guy can do about it.
   2) The average citizen can influence govenment decisions.

J. 1) When I make plans, I am almost certain that I can make them work.
   2) It is not always wise to plan too far ahead, because many things turn out to be a matter of good or bad fortune anyhow.

K. 1) Many times I feel that I have little influence over the things that happen to me.
   2) It is impossible for me to believe that chance or luck plays an important role in my life.

L. 1) In the long run, the people are responsible for bad government on a national level as well as on a local level.
   2) It is difficult for people to have much control of the things bureaucrats do in office.

46. A. There has been a great deal of discussion recently about problems in Norton Union revolving around drugs, vandalism, theft, harassment etc. Would you tell us what you believe the problem to be?

PROBE _____

_____

_____

_____

_____

B. If you were in a position to make a decision about Norton Union, what would you do about it?

PROBE _____

_____

_____

_____

_____

FACULTY/STAFF ONLY

STUDENTS - GO TO QUESTION 55

Before we conclude, I'd like to ask you a few general background questions. This general information is for statistical purposes only.

47. In which (dept./unit) of the University do you work?

_____

48. What is your(position/rank) there?

_____

49. Are you employed full time or part time?

Full time Part time

50. What position did you have previous to this one?

_____

51. How long have you been here at the University?

_____ year(s)

52. What is the highest grade (level) of school you completed? (CIRCLE)

Elementary 1 2 3 4 5 6 7 8

High School 9 10 11 12 _____ _____
CITY STATE

(IF NO MORE THAN 12 GO TO QUESTION 54)

Business school or College 1 2 3 4 Graduate School 5 6

Other (Specify) _____

53. A. Do you hold any degrees?

Yes (ASK B, C, D) No (GO TO QUESTION 54)

B. What degree(s) is that? (ENTER IN "B" BELOW)

C. When was it earned? (year) (ENTER IN "C" BELOW)

D. In what field? (ENTER IN "D" BELOW)

	(B) Degrees held	(C) year earned	(D) Field
(1)			
(2)			
(3)			
(4)			

54. Which best describes your present living arrangements? (READ)

School residence (e.g., dorm proctor, house mother, etc.)

With parents at home or with relatives, in-laws, etc.

Own apartment

Rented room

House (either rented or owned)

Other (Specify) _____

GO TO QUESTION 59

STUDENTS ONLY

Before we conclude, I'd like to ask you a few general background questions.

55. A. In which division of the University are you presently registered?

Undergraduate (ASK B)

Professional (ASK C)

Graduate (ASK C)

Millard Fillmore College (ASK B)

Other (Specify) _____ (ASK C)

B. (If undergraduate or MFC:) Are you a

Freshman Sophomore Junior Senior Non-Matric.

C. Are you registered full time or part time?

Full time Part time

D. Do you identify (feel close to) any particular academic unit?

Yes Which one? _____ No

56. A. If you were employed during this present school year, were you employed:

Full time _____ (No. hours. weekly)

Part time _____ (No. hours weekly)

None

B. Are you presently employed?

Yes No

57. A. Approximately how large was the city/town in which you lived during the greatest number of your years in high school?

_____ (Approx. Size--Population)

B. Approximately how large is the city/town in which your parents (guardians, etc.) live now?

_____ (Approx. Size--Population)

STUDENTS

58. Which best describes your present living arrangements (READ)

Dorm

Approved school residence, e.g. Co-op, etc.

At home with parents or relatives

Apartment or rented room alone

Apartment with one or more of the same sex

Apartment with member of opposite sex

House with others of both sexes

Other (Specify (DO NOT ASK) _____

(END--STUDENT ONLY QUESTIONS) (GO ON TO NEXT PAGE)

ALL RESPONDENTS

59. What is your marital status?

Single

Married

Separated, divorced, widowed

Other (Specify) _____

60. Apart from any formal religious affiliation, do you think of yourself as: (READ)

Deeply religious

Moderately religious

Largely indifferent to religion

Basically opposed to religion

No opinion

61. How many years of schooling did/do your parents complete? First your father, then your mother. (MARK "X" ON APPROPRIATE LINE)

	Father	Mother
No formal school education	____	____
Some elementary/grammar school	____	____
Finished grammar school	____	____
Some high school	____	____
Finished high school	____	____
Some college	____	____
Finished 4 years of college	____	____
More than 4 years of college	____	____

62. A. What was/is your father's usual occupation? _____

B. What was/is your mother's usual occupation? _____

63. Now, think about your father's life and his work. That is, try to put yourself in your father's place.

Do you think that he is (was) on the whole very content, content, discontented, or very discontented with what he has achieved in his life for himself and his family? (READ: CIRCLE ONE CHOICE)

very content — discontented

content — very discontented

64. In what year were you born? _____

(IF RESPONDENT REFUSES, PLEASE GIVE YOUR OWN ESTIMATE, AND INDICATE ON APPROPRIATE LINE) _____ Interviewer age estimate

(BY OBSERVATION)

Sex: Male Female

Ethnicity:

Black

Spanish Speaking American

Oriental

Caucasion

American Indian

Other (Specify) _____

That concludes our interview. I want to thank you very much for the time you have given me. It has been a pleasure talking to you.